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ABSTRACT

A project was undertaken to determine whether there are any nationally significant programs or projects dealing with the emerging problem of tenured faculty needing or wanting to reevaluate their careers and economic situations. Various approaches are described, with examples given. A section about on-campus approaches looks at the environment of individual campuses and the kinds of institutional policies and procedures used to address the issue. Interinstitutional programs are examined in terms of consortia and state systems, and internship and exchange programs. A section on extramural strategies, not officially sanctioned or planned, reviews consciousness-raising efforts, information dissemination by publications and career libraries, workshops, and emergency measures and planning programs for faculty already terminated. Among the recommendations made is a proposal for financial "annual prizes" to reward institutions for development of renewal programs. It is concluded that priorities for immediate action should include an emergency program for terminated faculty, a publication program of faculty career futures, and a program to develop and disseminate model institutional personnel policies. Appendices include a sample faculty interview form and policies, program outlines, and notes on faculty termination for Loyola University of Chicago, Southern Methodist University, Hampden-Sydney College (Virginia), and the California State University and Colleges. (MSE)

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FREEING THE "STUCK"

AND

AIDING THE TERMINATED:

Expanding the Career Horizons

of Tenured College Professors

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A Report to The Ford Foundation

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Center for the Study of Values
University of Delaware
January 22, 1980

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INTRODUCTION

Pessimists among us suggest that fully one-half of all tenured professors are, or soon will be, locked in, blocked, frustrated, stuck, trapped. In addition, we now know that tenure is no protection against irrational termination. There are signs that every year during the mid 80s over 5,000 tenured professors may find their positions eliminated. As college closings multiply — as many as 500 could close in the next decade -- these faculty members will not be able to count on any institutional base for possible alternate positions. Even should these predictions prove to be far too pessimistic, no one doubts that we are moving into a period when many tenured faculty will need to re-evaluate their careers and reassess their economic situation.

At the request of The Ford Foundation, I spent two months in the Fall of 1979 inquiring of knowledgeable people (see p. 46 ff) and reviewing documents (see p. 52 ff) to see if there are nationally significant programs or projects designed to deal with this budding problem. I have come to the conclusion that, though there is a lot of talk, some proposals, and a small program or two, basically the answer is, "No."

The Loyola University of Chicago (F.I.P.S.E. funded), "Career Development Program," directed by Robert M. Barry (see Appendix B), is the best program known to me. It includes workshops, counseling and effective internships for "stuck" faculty. While showing considerable promise, it should not be overgeneralized. It is only one and a half years old (thereby subject to the Hawthorne effect), limited to one university and has the advantage of an urban environment. And it is not designed to aid the terminated.

Elsewhere there are multi-campus programs just beginning in the Northwest (20)* and the Great Lakes region (21); a few local and regional workshops which inform and educate the anxious about career options and opportunities (e.g. 25); some spin-off from faculty development and institutional planning, chiefly efforts to provide training to enable prople to move to other positions within a department, institution or system. (6, 10, 14, 24) Beyond that, there is a lot of talk, but no systematic planning, no effective information networks and no clear line of attack. No one knows what has happened to faculty who have lost their positions in the last five years. No one is actively recruiting senior faculty for positions outside academia. No one is providing re-training, or further training, for non-academic positions. Everywhere there is evidence of people digging in to protect their turf.

The general assumption seems to be that this situation, while regrettable, is inevitable. Many claim that no systematic approach can be used because the problem is ad hoc, varying from institution to institution, allowing only a situational approach. Even then, institutions which know they face retrenchment seldom have clear plans in place. The American way seems to be to put up a brave front and live by crisis management. We continue to assume, "A good man will take care of himself." Meanwhile, the failure to provide significant mid-career opportunities, including avenues for beginning new careers, eats at the heart of the academic enterprise. (13)

Without wishing to seem an alarmist, I believe William Toombs correctly observes that the status of the academic profession is very fragile at

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*Bracketed numbers refer to items in the Bibliography.

the moment. The ethos generated by a quarter century of incremental growth no longer functions. There are a lot of hidden agendas and frustrations. Not all of them are economic. The displaced faculty member thinks, "I am no good." Those who are not displaced think, "The system that does that to Joe is no good, and I am in it."

The calligraphic representation for "crisis" is a "threatening opportunity." We perceive the "threat." Can we follow the Chinese in seeing the crisis as also an "opportunity"? I believe some intimations of ways in which the crisis can become an opportunity lie about in bits and pieces here and there, and are in the winds of current conversations. The rest of this report will be devoted to indicating what those intimations are, and suggesting the types of nationally significant programs to which they could lead.

A. The Lineaments of the Situation

To elucidate the lineaments of the problem and set its context it may be best to begin by delimiting the situation.

First, it is clear that there are three discernibly different types of faculty members involved. 1) Faculty members whose tenure is secure, and hence are facing no economic threat, but who are "stuck," for whatever reason. 2) Faculty members whose particular tenured positions have been terminated, but whose institutions are continuing -- providing the institutional context for alternate positions and/or transition support. 3) Faculty members who were tenured, but find that their institution is closing -- providing no institutional context for alternate positions, nor the likelihood of transition support.

These three types probably compose over-lapping groups, but should

not be assumed to be simple sub-classes. One could be joyfully doing a fine job, yet get terminated. Therefore, programs designed to aid the first group may ameliorate the problems of some people in the second two, but not be directly applicable to all of them. Likewise for the second and third groups. Therefore, attention needs to be paid to the differences among programs which would best serve each group.

Second, geographical factors exacerbate the problem. Many American colleges and universities are geographically isolated. As Todd Furniss observes, faculty members in out-of-the-way college towns lack both the further training opportunities and the alternate job possibilities readily available in metropolitan areas. It is much more difficult for a faculty member in these locations to expand career horizons, especially if the problem is further compounded by ties to a home, the career location of a spouse and the constraints of comparatively low financial reserves. Hence, programs for these people must be different from those applicable to urban areas.

In addition, the geographical dispersion of faculty members means that there is no easy way to locate programs to deal with large numbers. We are not talking about 5,000 aerospace engineers located in Seattle. The trapped and terminated will be located three here, five there, fifty somewhere else, and seldom more than one hundred in one place. Programs for them must either be portable, or the professors must be able to travel.

Third, Harold Hodgkinson correctly identifies three rough groupings of post-secondary institutions, of which only the third is the prime context for the trapped and terminated.

1) There are research universities, and elitist colleges which ape them, which operate as closed corporations, encompassing defined specializations

within an established institutional structure. Tenured faculty in these institutions are secure. They know what is expected of them and they continue to define their careers by research productivity. They don't need to accommodate to changing demographics. A backlog of student demand will keep students coming to get what can be gotten, then return to the workaday world. Shifts in research funding may modify priorities, but creative researchers have become good grantsmen. Tenured faculty in these institutions have secure careers -- often moving back and forth among government, foundations, industry and education. They may regret the fact that those who "are not good enough to get tenure here" may not be able to find any academic position, but they have no personal career anxieties. In fact, they often see the present situation as one which will assure the quality of future faculties in other institutions -- which, they assume, need to become more like research universities.

2) There are community colleges and industrial training institutes which are geared to providing education in specific needed skills. Concentrating on providing services and results, they constitute the growing edge of the post-secondary "education industry." Established faculty members in these contexts are secure. They know how to deliver results and they adjust their careers to the needs of their clients. They have learned how to take advantage of changing circumstances. Though looked down on by faculty in research universities, they, themselves, have little patience with faculty members who put academic freedom and personal expertise above efficient and effective teaching. These faculty members enjoy responding to specific needs for continuing education. They know how to train people to do the ever more specialized jobs which multiply in our technological economy. As

part of an exciting and growing "learning society," their careers are before them. They may feel sorry for those who are boxed in by traditional institutions of higher education, but they have no personal career anxieties. Rather, they pity traditional faculty who confuse personal prestige with esoteric games practiced in the name of academic purity.

3) There are institutions which lie between research universities and industrial training institutes. Their values are shaped by the fact that their faculty get credentialed by research universities. Their vitality and continuity are dependent upon providing a needed service. Tenured faculty in these institutions feel pressures from both ends -- to be part of the research profession and to serve the learning society. As their institutions are unsure of their roles in society, so they are unsure of their career futures.

Significant programs must focus on faculty tenured in this third type of institution -- second level state universities and colleges, and non-elitist private colleges. Further, colleges which are likely to close, suffer from financial exigency, or face precipitate program changes are almost certainly in this group. This group of institutions is where the bulk of the trapped and/or about to be terminated are located.

B. The Systemic Problem

One does not need to go into the currently popular psychology of mid-life changes to come to one simple conclusion. The reason many tenured faculty in this third group of institutions feel stuck is that they do not perceive their careers to be open-ended. They find themselves confined to a fixed "track" in a closed educational system. Faculty members who have been trained to think individually, even in isolation, have this self-

definition reinforced by institutional policies which define faculty obligations in terms of specialized competencies and assigned courses. Given this aculturation, the widespread pessimism about the adaptability of senior faculty members is understandable. In the face of pressures for change, they move to build protective walls around their departments, defend the everlasting legitimacy of their special competencies and try to get their courses required. Thereby they reinforce institutional rigidity. It is no wonder, then, that one non-academic informant considered the root problem to be that professors, like physicians, tend to be over-specialized, technologized and narrow-minded, rather than broad-gauged, cultured people.

Attempts to tamper at the margins without dealing with central institutional values and policies are probably doomed to failure. For instance:

-- Re-training programs for alternate teaching assignments founder on the protective concerns of receiving departments.

-- Further education to enable partial assignment to a cognate field, and minigrants for opening up new areas of interest, are resisted except when a new specialty -- e.g. gerontology -- is being born.

-- The work of consultants, such as those in the Professional and Organizational Development (POD) Network in Higher Education, can be of no avail so long as professional development is restricted to instructional improvement and organizational development is confined to bureaucratic tampering.

-- Rewarding faculty members for taking on something new (not

just more research in their old field) every few years, with the intention of helping them stay intellectually alive and their options developing, will only lead to more frustration if their institutions are not open to new purposes.

-- "Planting seeds" and providing workshops dealing with career development will remain an exercise in frustration so long as basic institutional policies and procedures remain unchanged.

Clearly this situation does not serve to provide an open-ended sense of career opportunity or options. It is not conducive to collegiality among faculty. It does not serve student needs. It does not serve society's interest. It does not support the historic academic value of preserving, reinterpreting and advancing knowledge. But the situation continues, almost as a death wish. And, as John Crystal opines, lots of luck to those who try to go against this habitual behavior: they are apt to get thrown out of the system! That may be precisely why a program of national stature, with inter-institutional impact, may be the only way to get leverage on it. In fact, expanding career horizons for professors is probably inseparable from revitalizing their educational environments. (13)

C. The Dimensions of a Response

In the face of these basic human and institutional dilemmas, it is tempting to specialize in one of the many minor ramifications and complexities, such as:

-- Will staged, or early, retirement schemes make any

difference, in the face of inflationary pressures and recent changes in retirement laws? (9)

-- Can an aging professorate provide up-to-date instruction while not blocking the flow of new blood into research?

-- Does unionization promise job security or only induce featherbedding and further institutional rigidity?

-- How can equal employment opportunity obligations be met without practicing age discrimination?

No matter how important, these, and similar issues, are here being set aside. This report concentrates on programs which speak to the fundamental nature of a professorate which is being clouded by those who are in place, but feel "stuck," and threatened by those who have provided devoted service, but face termination.

Programs which address the situation of "stuck" and/or terminated professors must deal with the dialectical relationship between institutional definitions of an academic career and individuals who have made their living in an academic career. I shall begin with an emphasis on programs designed to modify institutional definitions and move toward programs designed to help people create their own career futures. Some readers of a preliminary draft of this report suggest that the order should be reversed. Those who prefer to begin with people rather than institutions, or feel that institutions are incorrigible, are invited to read the sections of this report in reverse order. As one who has spent a good deal of his own career in institutional development, I continue to believe that the place to begin is with the institutional context. Therefore, I begin with campus based approaches and end with extra-mural strategies. However, there is no denying that

individuals are hurting and need immediate help which their campuses are not providing. The question of where one begins boils down to the issue of the relationship between short-term strategies and long-run goals. Both are essential.

The first section is addressed to on campus approaches designed to free the stuck, without providing any direct aid to the terminated.

The second section is addressed to inter-institutional programs, involving both trans-educational and extra-educational arrangements, which can help to free the stuck and may be of some aid to those who face termination because of changing institutional characteristics.

The third section is addressed to extra-mural strategies of four types: 1) to foster consciousness raising within the profession about the nature and future of the profession; 2) to provide information dissemination about career options for professors; 3) to identify an off-campus "space" for career and life-planning workshops free from campus pressures; 4) to create transition services specifically designed to aid the terminated. 1-3 should be of particular help to the "stuck." 2-4 could aid those who have their particular position eliminated and feel that their home institutions are unable to help them. 2 and 4 should be of particular aid to those who are terminated because of institutions closing.

I. ON CAMPUS APPROACHES

Professors who get "stuck" are usually "locals." They devote their lives to service on local campuses. They are not frequently found among the "cosmos" who have trans-campus reputations. They get "stuck" on and within a local campus.

In the recent past, the approved response to being stuck was to get a job on another campus. That solution has become practically impossible. And it has always been dubious. More than one professor has jumped out of a mouse trap into a bear pit. Clearly the time has come to deal with the campus conditions which trap professors in the first place.

A. The Environment of Individual Campuses

There is evidence that faculty members feel "stuck" when their colleges become rigid. Instead of implementing educational goals, they generate credit hours. Instead of establishing policies which define what their business is, they tighten the procedures by which they hope to stay in business. Instead of joining in shared tasks, they defend special prerogatives. Instead of learning what needs to be done, they train (or re-train) in what has been done. Instead of participating in a mutual adventure of discovery, they peddle neatly packaged courses. Instead of planning for effectiveness and efficiency, they strive for security and control. As a result, the career paths of faculty members become dead-end ruts rather than open-ended opportunities.

Clearly, professors need not get "stuck" if these conditions are reversed. The resulting institutional vitality could well provide almost too many career possibilities! Then old ruts could be enjoyed for the homely security they provide while one is about the business of developing new options. At the same time, new paths can be blazed which may well lead

to off campus consulting and new careers. In the long run, broad avenues of exchange between campus and off campus career options can be developed to the mutual benefit of faculty members and the institution.

So far as I can tell, programs designed to expand faculty career opportunities, both on and off campus, have not been used in central strategies for campus renewal. Nevertheless, I have been able to identify a few campuses where expanding career options of faculty has been found to be integral to campus renewal:

- Wisconsin State University, Oshkosh, where new career options grew out of an ingenious scheduling, grant and leave program designed to provide for effective faculty and facility utilization (6).
- Birmingham-Southern College (Alabama), where expanded career horizons grew out of programs intended to relate the campus to the local community in support of vocationally relevant liberal education (24).
- Illinois State University, where fresh career opportunities grew out of a faculty development and instructional improvement project (10).
- Eastern Oregon State College, where alternate career paths evolved out of individual faculty development plans, tied to a three year evaluation cycle, including specifically designed sabbatical leaves and providing for the possibility of lateral shifts (including shifts out of teaching).

In addition, some campuses, like Brescia College (Kentucky), have continued a pre-1960's sense of flexible mission, thereby legitimating career shifts wherein faculty members apply their talents to new tasks on campus without the fanfare of re-training.

Eastern Oregon State College has recently rediscovered the "community service" part of the old triumverate -- teaching, research and service. By accepting an explicit responsibility for applied research and public service in its geographical area, the College is creating contractual opportunities to apply professional skills to new tasks. As a result, faculty members are building bridges to new career options while the campus is taking on a new vitality.

Many liberal arts colleges are paying extensive attention to student career options. Some of them are discovering that this entails considering faculty career horizons. Might it be appropriate to reverse the sequence? Begin by concentrating on faculty career opportunities. As professors exercise their ability to continue to learn how to do new tasks, students will find themselves invited in on creating career options. At minimum, such an approach makes a virtue of necessity. At best, it may turn the fear of failure into an opportunity for success.

All of this suggests that the time is ripe to encourage campuses to place programs which expand faculty career horizons at the center of strategies for institutional renewal. By paying specific attention to faculty career development, flexibility in on campus assignment could be enhanced and opportunities developed to apply professional skills to off-campus needs. In effect, the college would become, in part, a consulting firm. Properly

done, this approach to institutional development would be self-supporting and would probably have the effect of bringing new excitement to teaching and research. Professors are apt to share new connections between intellectual reflection and practical experience with their students. Incidentally, some professors may discover new careers for themselves. They need not be thought of as leaving academia. They will enlarge academia and open new places within it.

Unfortunately, there is evidence that institutional attempts to expand faculty career horizons are apt to be viewed as counsels of despair -- encouraging rats to flee a sinking ship. Alternatively, institutions are apt to propose gimmicky and superficial devices designed to solicit funds while not really changing conditions of employment. To meet this situation it may be well to consider rewarding and publicizing performance rather than proposals. The positive recognition given by a prize system could have the benefit of encouraging positive attitudes toward fundamental reforms. Recommendation: For the next ten years provision should be made for a substantial annual prize (ca. $500,000), with attendant publicity, to be given to the campuses which have done an outstanding job of including faculty career development in strategies for institutional renewal.

B. Institutional Policies and Procedures

Though the American laissez faire attitude towards institutions of higher education tends to encourage us to think of each college as self-defined, in fact colleges share many characteristics and have similar policy requirements. Hence, systematic attention to institutional policy may be

an effective way to help free "stuck" professors. As William Toombs observes, appropriate academic personnel policies can open up more career options for faculty members than counseling can.

A program of collecting, developing and disseminating model institutional policies and procedures would seem to be in order. Like model legislation which is proposed for consideration by local and state legislative bodies, such a program would not be aimed at high level generalizations but at working models of institutional practices.

A comprehensive program designed to identify and disseminate policies conducive to legitimating flexible professional self-definition, coordinating institutional and personal goals, and enabling open-ended career development would need to include at least the following:

1) Institutional planning policies which involve faculty in developing responses to anticipated environmental changes. Examples can be found at Wichita State University, Kansas, and The University of Wisconsin, Oshkosh. The experience of these institutions suggests that good planning can create an institutional climate where change is encouraged rather than resented. Unfortunately, however, the general view is that hard-headed planning only creates political fireworks -- and is therefore best hidden from the faculty it effects.

2) Anticipatory policies which define the viable options available to faculty members in the event of future contingencies. An example is the recent policy legislation on "School, Department, or Program Discontinuance" and "Financial Exigency" at Southern Methodist University (Appendix C). These policies grew out of the development of procedures for ongoing

program review.

3) Policies entailing regular reviews of the careers and institutional roles of tenured faculty, including personal career plans, responsible collegial comments, and face-to-face discussion with appropriate institutional authorities -- e.g. department chairmen and deans. Examples include "growth contracting," the three-year review cycle used at Eastern Oregon State College and in the faculty evaluation program of Hampden-Sydney College (Appendix D).

4) Policies which tend to ameliorate narrow definitions of disciplinary specialization. Examples include establishing mission oriented task-forces charged with developing cross-disciplinary teaching strategies in, e.g., effective writing, critical thinking and imaginative perception as proposed in my article on "Rediscovering The Liberal Arts Curriculum," (Liberal Education, 65: 333-340); the development of "Career Concentrations" at Northwestern College of Iowa (22); and the movement of arts faculty into, e.g., a management program not by "re-training," but by the more normal function of self-teaching and "further training" to bring established skills to bear on a new teaching function, as has been done in some SUNY institutions and at Sangamon State University.

5) Retirement policies. Examples of quasi or early retirement policies are available (e.g. Appendix E). Patton (9) found they do not produce a significant statistical difference in outflow of tenured faculty. However, policies which enable staged retirement can be of some psychological assistance to people who are getting tired or want to try converting a hobby into a final career. Further, a vested retirement system does need to be

general policy. Vesting allows a faculty member to consider leaving his professorship without devastating his retirement prospects.

6) Provisions to facilitate consulting opportunities, use sabbaticals in career development programs, legitimate non-academic leaves, and enable internships and temporary alternate assignments. (Todd Furniss and Peggy Heim have proposed major studies to identify such policies and provide model legislation.)

Most current discussion of ways in which academic policies can expand the career horizons of professors concentrates on consulting opportunities, leaves, exchanges and internships. Certainly policies which facilitate leaves will help free the stuck. However, they cannot stand alone -- they are most significant when they are consequent upon policies which enable faculty members to have a realistic understanding of their present position, viable career options and realistic career aspirations. And they must not be designed for "problematic faculty" -- the fact of the matter is that some of "the best" will probably be the first to take advantage of the opportunities afforded, thereby legitimating the option for others.

a) Consulting, the bug-a-boo of some colleges, can be the means by which a professor nibbles into a new career. While not dramatic, I hazard the guess that, combined with internships, consulting provides the means by which one percent of the professorate annually changes careers without any special fanfare or notice. This form of crisis prevention deserves much more attention and is probably more effective than all of the colored parachutes which people try to unfurl while in trauma over the need for a new career. Hence, policies, like those at the University of Wisconsin, Oshkosh (6), which enable flexible time scheduling in order to encourage consulting

need to be brought to national attention. Institution based "Resource Directories," such as that developed by the University of Wisconsin, Madison, and arrangements like the "Faculty Associates" of George Washington University can facilitate consulting arrangements. Todd Furniss suggests the establishment of a "Special Office," run by the faculty members who would benefit by it, to broker consulting opportunities. Joseph O'Neill suggests that a separate national or regional corporation could be set up to facilitate contractual and consulting arrangements between campuses and business-industry. Robert Gale has indicated an interest in locating such a service at the headquarters of the Association of Governing Boards -- to also include brokering internships and other exchanges.

b) A policy which includes consulting and other part-time service to non-academic organizations (e.g. editing the house organ of a local business) in regular faculty assignments could both expand the career experience of faculty members and make the campus a genuine community resource. In effect, the campus administration would assume the brokerage role and expand the economic base from which faculty are paid. Rodney A. Briggs reports that Eastern Oregon State College has just initiated such a policy.

c) Leave policies must allow ample opportunity for internships, fellowships, long-term consultancies and temporary appointments (e.g. to government service). I was under the assumption that most institutions allowed for, and in fact encouraged, leaves for up to two years. I find this is not universally true. It ought to be. (N.B. I have identified one well established historian who decided to leave a significant university post as a result of a Guggenheim Fellowship.)

d) Sabbatical leave policies are widespread, but seldom articulated to conscious career development. Systematic incorporation of sabbatical leaves in career planning is clearly desirable. Sabbatical leave policies need to allow for internships and other non-academic experience as a sabbatical when part of a career plan of benefit to the person and the institution. Combining a sabbatical with an internship makes a full year in another environment economically feasible. Irwin Lieb goes so far as to suggest the expansion of sabbaticals in the direction of a terminal leave for those who would like transition support to a non-academic position. In any case, a study of sabbatical policies and the effect of sabbatical leaves on career development is way past due, and could begin with the Bush Foundation mid-life sabbatical program and the Lilly Endowment program for Indiana faculty.

All of this operates under the assumption that the best way to develop new career options for tenured professors is to begin with the conditions surrounding their present career situation. When they consider their own careers to be open-ended, while also developing within realistic environmental constraints, they will continue to encounter and make new career opportunities without great fanfare. This approach, by which people naturally move on and sometimes out because of what they can do -- rather than being trapped by what they can't do -- seems to me to be the basic, healthful and desirable approach. However, it is not the one which is getting the most attention, perhaps because it does not seem to confront the crisis head on. Rather, it addresses the problem of faculty careers as part of the development of a sound institutional context within which careers

can be open-ended.

Recommendations:

1) A concerted program of collecting, refining, developing and disseminating model institutional policies which both involve faculty members in dealing with career constraints and enable faculty members to develop career options should be given foundation and/or governmental priority.

2) Support for a summer workshop program, similar to the Lilly (formerly Danforth) workshop for curriculum development, through which campus teams create for their own colleges institutional plans for effective personnel utilization and expanded career horizons should be considered as a way of bridging the gap between the variety of campus situations and common policy issues.

II. INTER-INSTITUTIONAL PROGRAMS

There is some evidence that what cannot be effected by a single campus can be accomplished by a group of campuses working together. Workshops for deans and department chairmen, and inter-campus faculty exchanges are instances. In addition, we are just beginning to recognize the possibility that educational and non-educational institutions can effect mutually beneficial inter-institutional arrangements. Are there inter-institutional programs -- both among educational institutions and between educational and non-educational institutions -- which can facilitate freeing stuck, and/or aiding terminated, professors?

A. Consortia and State Systems

A few state systems (Florida, Pennsylvania, New York, Wisconsin) have tried retraining programs with limited sucess. In Pennsylvania and the Kansas City area inter-institutional systems of workshops are operational. The Council for the Advancement of Small Colleges and the Great Lakes College Association are developing inter-institutional programs aimed at opening career opportunities for faculty members. This experience needs continued monitoring, but nothing done up to this point merits generalizations of national significance.

In general, current inter-institutional programs are too small and too peripheral. That does not mean they need to be.

One or more state systems, and private consortia, could well develop comprehensive policies and procedures modeled on a sophisticated corporate career planning and outplacement program like the one at General Electric, developed under Walter Storey. Such a program would entail regular performance reviews, faculty career counselors who would have computer facilitated information about job options -- both academic and non-academic -- available elsewhere in the system and off-campus (especially through former professors), and provide a base for further training to enable faculty members to take advantage of these options. (Note, <u>further</u> training to combat obsolescence or provide for what is perceived to be advancement, not <u>re</u>-training for a new dead-end position.)

Such a consortial, or system-wide, program could give legitimacy to individual campus efforts even when they are not central to local campus priorities. In addition, the inter-campus character of the operating

umbrella would allow for sensitive personnel work to be done apart from any particular campus conditions, provide services to people displaced by campus-specific cut-backs as well as those who are just "stuck," and encompass a workshop approach.

Part of the further training provided should be for deans and department chairmen who, in fact, provide front line career information in their personnel practices and preachments. As Storey observes for industrial managers, a dean or department chairman must consciously deal with his own career before he can honestly discuss a faculty member's career with the faculty member.

In addition, such a system-wide approach could provide a way of monitoring and up-grading the proliferation of campus career counseling services now staffed by people who too often have not examined their own careers and do not wish to learn from corporate practice. Articulated to a system-wide career program, these campus service units could become centers of career development for faculty and staff, not just student placement services. Properly done, this might be the first step toward a national network providing information on career opportunities and support for career planning.

Richard Millard of the Education Commission of the States has indicated an interest in the Commission brokering trial system-wide programs analogous to the corporate model. He suggests that, for comparative purposes, two such programs should be tried initially: one in a sub-system with tight internal authority lines, like the California State University and Colleges; the other in a loose coordinating system like Ohio or Indiana.

Though most of the established private consortia are too small, an expanded group of private colleges (like the CASC - Associated Schools of the Pacific Northwest group of 27 colleges currently developing a workshop type program with Northwest Area Foundation support) could be a third testing ground for a program borrowed from the corporate model.

Whether state, private, or both, the geographical area most likely to benefit by such a system or consortium approach would be the northeast or north central, where enrollment drops will be the most severe. Unfortunately, there seems to be only slight interest east of Indiana, unless Pennsylvania and New York decide to move on from their present hobbies.

Recommendation: The development of sophisticated, multi-campus career planning and out placement programs, on the corporate model, with explicit attention to programs applicable to different types of institutional affiliation, should be given high priority by funding agencies.

B. Internships and Exchange Programs

To match campus leave policies (I, B, 6 above), off-campus opportunities to try out, and contribute to, new work settings must be available. Internships and Exchange Programs have historically served this purpose. As Thomas M. Stauffer points out, their time has come.

However, internships and exchange programs will not be effective if they are invented for the purpose of "giving weaker faculty an out," (as one informant would like). They work best when they are completely legitimate on their own terms -- providing needed services and desired fresh perspectives for the host institutions as well as providing flexibility

and constructive feed-back to the home campus. There is every reason to expect that properly conceived internships and exchange programs can provide mutual pay-offs to both institutions, not to mention expanding career horizons for faculty members, in what Raymond Wicklander calls a "win-win" situation.

The Federal Intergovernmental Personnel Act (IPA) appointments have served in exactly this way. Though the Act has specific provisions to prevent it from being used as a way to effect career shifts, in fact it has provided an entree to a new career for many participants. Currently about 75 faculty members a year try out federal agency jobs through the Act. From anecdotal reports, it would appear that about 50% of them accept regular government jobs as a result.

The AAAS Internships, and the Connecticut Humanities Council "Humanist in Residence" program, have the same positive potential. Birmingham-Southern College has a month-long "Professor-in-Residence" program which would seem, on the face of it, to be too short, but is showing positive results (two faculty members have turned down job offers -- it is the offer that counts, for it shows the option is open). The long established ACE Administrative Intern Program is being echoed in the California State University and Colleges where twenty administrative interns a year are developing options leading to new careers, including a significant number outside of higher education.

The internship and post-doctoral programs of the Hastings Center and the Institute for Health and Human Values have provided some opportunities for humanists to shift into medical school environments. However, on balance

they seem to be more productive as a means of vocational vitalization, including inducing modifications in one's home institution, than of career transition, according to Daniel Callahan. In a few cases (10-15%), the experience has only proved frustrating when the person has had to go back to the unyielding reality of a constraining environment.

A proposal before the American Council on Education (ACE) Business-Higher Education Forum to establish an Executive-Scholar Exchange Program would seem to be an appropriate further step. However, the present proposal shows one major flaw. The host institution has no significant financial investment in the exchange, and hence is apt to treat it as a courtesy at best and a frill at worst. For an internship or exchange to work it must entail doing real jobs through which individuals have a significant opportunity to make a difference. When the host institution has an investment in the person received, a return will be expected -- giving the person an opportunity to make a job for himself. Incidentally, I would encourage eliminating any clauses prohibiting the conversion of an internship or exchange appointment into a permanent position.

In sum, internships and exchange programs do provide a means for opening career options to tenured professors, but they work best when they are not designed for that purpose, but stand on their own merits. Internships and exchanges should be ways of getting needed jobs done, developing jobs which need to be done, and identifying people who can do both. When this happens, the programs will be self-sustaining and create the climate for career transitions in the best sense.

Recommendation: Monitoring and encouraging internships and exchange

programs is in order -- certainly the IPA program is ripe for an evaluation -- but such programs should not be fostered merely as a means of developing career options for unwanted professors. As appropriate programs should be able to stand on their own merits and are potentially self supporting, major funding need be provided only at the start-up stage.

III. EXTRA-MURAL STRATEGIES

Up to this point I have accentuated the positive. I have dealt with programs which would open options and thereby help unstick stuck faculty members. These programs have implications for those who might be terminated, largely because they have the potential of increasing the flow of people through educational institutions by inducing attention to career potentials and enhancing the availability of career opportunities.

However, we cannot eliminate the negative. It would be ridiculously optimistic to assume that more than half of the tenured professors in America are, or will be, in contexts where institutional rigidity is being overcome and alternate career opportunities are opening up. What can be done for those who are stuck without campus support systems or internship possibilities? who cannot nibble at consulting nor try alternative positions before they find their positions phased out? who may never have thought of themselves in any role other than professor, but find their college closing?

Almost universally, people in the educational establishment iterate and reiterate, "Whatever is done must be done with dignity, so as not to offend." The resulting dignified diplomacy leaves huge numbers of faculty members hostage to inaction, and even duplicity, including their own. Those

who face the indignity of being terminated are ill used if they are only given a dignified blindfold.

In the face of this fact, dealing with the negative may require going outside the educational establishment. It is time to grab Mr. Truman's two-by-four and get the mule's attention, an action which cannot be expected of the dignified mules themselves. When dealing with matters which are offensive, one cannot presuppose that no one will be offended.

Some of the stuck and many of the terminated will best be served by programs which are not officially sanctioned by those who have a vested interest in preserving present educational institutions or present academic positions. Extra-mural programs need not worry about the possibility of offending the establishment and can provide services for those who will not, or cannot, be served by the institutions they are now in.

A. Consciousness Raising

Tenured professors are in what is often called the knowledge industry. They are information specialists, who are purported to have learned how to learn. However, they frequently allow themselves to be infantilized. They let others define their careers and perpetuate the orthopraxy of tenured behavior, even as they carp about "the administration." Given this situation, it should come as no surprise that, depending on one's perspective, "tenure" means "deadwood," "untouchable," or "trapped."

Surely it is time for tenured faculty, and others, to be learning the truth about their position. Just how secure, prestigious and desirable is it? In what way? To what ends?

The disillusioning and demystifying process has begun. However, much of the discussion is underground and avoided in polite company. It is not seemly to knock one's profession. But if someone would begin an honest and open analysis of the academic profession, not just negative carping, the discussion could get beyond fearful gossip and rumor. Learning the truth, even about themselves, could well help tenured faculty to assume control of their lives. Through self-understanding, faculty and others could well come to a clearer grasp of just what their role in higher education really is. It might even allow people to replace the fear of considering vocational options with a happy recognition of vocational opportunities both inside and outside the academy.

Consciousness raising will, of course, be threatening to those who identify with the educational establishment. This is why it may need a base outside of the educational establishment, yet not dissociated from it. Direct sponsorship by a foundation has been suggested by some; an organization which is tangential to education like the National Training Lab (NTL) Institute by others. But whatever the base, the discussion can begin with issues such as these:

-- Are the talents of faculty members undervalued and underutilized?

-- Are faculty members egoistic and individualistic to the point of rejecting both systematic criticism and mutual support networks?

-- What is the "frame" of an academic career and are academic talents susceptible to contextual re-framing in other careers?

-- May the currently assumed equivalence between one's source of income and one's professional identity be problematic?

-- What is the basis and/or appropriateness of the attitudinal gap between faculty members and non-academics?

-- Why does considering a non-academic post need legitimation for professors while lawyers take up non-legal posts as a matter of course?

Statistical measures of purported present attitudes on such matters could be obtained by mail surveys. One now being made by the Higher Education Research Institute will provide some measure of disaffection within faculty ranks. More targeted instruments could be used. But such data only gets gossip out into the open. To move from expressions of feelings to insight and action requires further steps.

David Krantz suggests a program for moving systematic discussion beyond the gossip mongering or data gathering stage (Appendix F): Judiciously gather a group of people, with disparate perspectives but a common willingness to be open about their feelings and observations, to exchange views and develop position papers on some such topic as "The Academic Mystique and the World-Out-There" (e.g. the process regularly used to develop an issue of Daedalus). The system of selection should probably avoid "big names" in order to concentrate on people who are themselves located in those middle level and marginal institutions where the viability of a tenured position is most problematic. Use the resulting documents to involve others in the discussion through regional seminars (e.g. the NSF Chautauqua program). In turn, participants in these seminars would continue the discussion on their

home campuses, then return for follow-up regional seminars. Reports from these seminars would be the basis for a renewed national level discussion.

Such a system for consciousness raising within the professorate may seem too complex and cumbersome, but it has the merit of not just producing another set of policy papers to be filed on a shelf somewhere. It might even trigger a significant national discussion moving beyond career options for academics to the general issue of career development in an increasingly specialized society which, curiously, is developing rigid career lines while having constantly changing occupational needs.

Recommendation: One or more funding agencies should initiate, or invite proposals for, a national discussion -- including conferences, regional workshops, local seminars and timely publications -- of the mid-life career situation of academics.

B. Information Dissemination

Alongside of, and inseparable from, consciousness raising is the need for information dissemination. As Richard Nelson Bolles suggests, the most effective way to expand the career horizons of professors who are geographically dispersed is through that portable information source known as "a book." He cites the current sales of What Color Is Your Parachute -- as many as 65,000/month -- as testimony to the fact that books can go where people won't, or can't. Furthermore, professors are notoriously "bookish," and may feel more comfortable broaching the topic of their career options with a book rather than a colleague. Indeed, books and magazines may be the only immediate life-line available for many of the physically and psychologically

isolated who are (or are about to be) terminated.

1. Publications:

One or more books telling the stories of tenured faculty members who have responded constructively to being stuck or terminated would certainly help to overcome feelings of helplessness and loneliness. Clara Lovett has the beginnings of such a book in her interviews of some forty-two tenure level "stuck" academics, of whom two-thirds are thinking about career shifts, twelve have made a transition to a new career, and three have quit without another job in hand. Alan Entine can identify some fifteen senior faculty members who have made career shifts with his help. John Crystal has records over a number of years of people who have been through his programs, providing the basis for longitudinal studies. Beyond vignettes, intimations of general principles -- like the importance of psychological support systems and the opportunity to "try out" possible new positions -- should be developed and highlighted.

Books which help faculty members identify and develop the "transferable skills" they already have could enable faculty members to start thinking of themselves in terms of what they can do rather than the position they are in. "Competency Analysis for Trainers: A Personal Planning Guide," published by the Ontario Society for Training and Development (Postal Station K,/P.O. Box 537, Toronto, Ontario, M4P 2G9, Canada) is the kind of publication needed, according to Richard Bolles.

Mainstream (New York) is currently producing, and Catalyst (New York) has produced books which describe new career possibilities and contacts. In addition to these books, specific treatments of how tenured

professors go about a career change are needed. The case studies suggested above can provide some experience base for these more systematic treatments. A general introductory book to the Mainstream career series is a step in this direction, but is not aimed specifically at academics. A monthly or quarterly periodical could be one way of disseminating faculty career change information as rapidly as it can be generated, and updating it as conditions change.

In order to give them credibility, it would be best for all of these publications to be authored and sponsored by individuals and institutions recognized and respected in higher education. However, they must be written in an accessible style and emphasize concrete possibilities over abstract generalizations.

Recommendation: A publication program addressing issues in mid-life career transition for academics should begin at once, possibly including a semi-popular periodical. Profits from sales should enable the program to become self-supporting.

2. Career Libraries:

A cursory review of the holdings in almost any middle-level or smaller university (or college) library will reveal the fact that information sources on mid-life career development or change are almost wholly absent. This material does not conform to the criteria of objectified data gathering and theory development which legitimate the holdings of academic libraries. Hence, faculty members who go to their campus libraries to find resources to help them with their career options are likely to be brought up short. Faculty members would be better served by public libraries, such as the

Chicago Public Library which has significant holdings and special services in this area.

I doubt that academic libraries can change. Rather, a national review of public libraries could identify those regionally accessible libraries which have, or could quickly develop with modest support, significant holdings of mid-career, career change and life planning materials. Alan Entine reports that this has, in fact, been done with twenty-seven local libraries in Nassau and Suffolk counties of New York under a three year Title IA Higher Education Act grant. While not aimed specifically at professors, these libraries have the basic material which could be augmented to serve professors. In addition, these libraries provide adult career counseling services to the public.

Establishing a system of regional information centers for stuck and displaced faculty could be more effectively and efficiently done at selected public libraries than by trying to start from scratch in campus contexts. Further, public libraries provide academically acceptable environments which are not identified with the academic establishment. And it would be easy for academic libraries and campus career counseling centers to refer faculty members to them or to obtain resources from them.

Recommendation: A program of identifying, supporting and publicizing appropriately distributed public libraries which can serve as information and service centers for "stuck" and terminated professors should be undertaken immediately and would be comparatively inexpensive.

C. Workshops

Popularized by the work of John Crystal and Richard Bolles, workshops on life and career planning have become widespread. Some of them have been specifically aimed at faculty members and are frequently located on campuses, sometimes with institutional support. The Kansas City Regional Council on Higher Education began workshops, under the direction of Fred Gage, a few years ago. Robert Berry has developed one of the more comprehensive workshop based programs at Loyola University (Chicago). The Pennsylvania State College and Trust Fund is entering the second year of campus based workshops. Both FIPSE and the Kellog Foundation have underwritten workshop centered programs.

A preliminary assessment of these workshops suggests that their quality is uneven and their reception confused. In their present form they work best for faculty who wish to review their careers while not under the gun. However, if institutions provide funding, the faculty members often feel they are being given advanced notice of termination. Likewise, administrators who will try to come up with substantial conscience money in the case of terminations, are loath to contribute the costs of a workshop when there is no specific anticipation of required career action. Further, when done superficially or under artificial time constraints, the results can be counter-productive.

Clearly, the best of these workshops at least provide good refreshment and career revitalization. Particularly when held off campus they can provide a "space" where a person can consider career options without being constrained by conventional academic expectations. John Crystal recommends

they be held off campus, with participants from more than one campus, and include a substantial number of non-academic people. He suggests they be scheduled either once a week over a two month period, or for one intensive week -- the intensive one week workshop being particularly suitable for faculty members who are in geographically isolated locations. Harry Levinson adds that the workshop staff must be respected by the participants, which probably means that they cannot be bright-eyed young enthusiasts and should probably include people who have made the switch from tenured faculty positions. Several informants suggested the desirability of including the spouse in a workshop experience. There seems to be considerable evidence that these workshops should, for maximum legitimacy, be both under non-campus sponsorship and require a financial investment by the home college of participants. However, legitimacy is less important than effectiveness.

As Nathan Azrin points out, systematic studies of the effectiveness of the various career planning and employment programs are almost totally lacking. This is certainly true for the developing workshop movement. While I have no doubt that many workshops are useful in various ways, there are so many people getting into the business that no blanket recommendations can be made. To begin to get a perspective on this situation, Richard N. Bolles suggests that someone in a position to review the national faculty career workshop scene should attend the major two-week training workshop held in Kansas City each August. (In fact, he nominated yours truly, informing me that in accepting this assignment from The Ford Foundation I had assumed a moral obligation to follow up at least that far!)

Recommendation: Direct funding of workshops is probably best left to

individuals and local or regional organizations. However, consideration should be given to funding a means of monitoring and evaluating workshops, including systematic studies of the effectiveness of various approaches.

D. Specifically for the Terminated

All of the preceding programs do not address the trauma of termination directly. Regardless of pious hopes for institutional planning and faculty forethought, most terminations will not be rational events. Further, it is not realistic to expect that any significant numbers of terminated tenured faculty can find teaching positions. However, there is practically no information base from which to generalize. There are no systematic studies of what has happened to displaced faculty, like the thirty-nine faculty (twenty-five tenured) whose positions were abolished July 1, 1979, as a result of the merger of George Peabody College and Vanderbilt University.

One person who had tried, as president, to help faculty in a closing college find new positions comments, "Moving tenured faculty is like moving a cemetery." Lloyd Andrews reports that the VPI & SU case studies of ten closed colleges did not examine faculty career options. However, it is his impression that tenured professors tend to refuse to admit that closing their college is possible, and in fact contribute to the closing by their recalcitrance.

It is simply not true that only the incompetent are left without positions. Frequently people of genuine devotion and ability stay to the end because of their concern for their students and their commitment to education. Nevertheless, as Tom Maher observes, terminated faculty are

frequently so bitter that they will not accept help. As Harry Levinson comments, "Anybody making a forced mid-life career change is guaranteed a year of depression." Administrators who have spent time working with faculty who have been displaced report that they began with an awareness of academic job market conditions and ended with a profound respect for the persons being displaced; powerless against the market forces, they need empowering if they are to find a future.

That no studies have been made of, and no programs developed for, terminated professors does not mean that all is hopeless. However, it does mean that the best available approaches are no more than somebody's good idea at present.

1. An Emergency Program:

There is an immediate need for an emergency program designed specifically to assist faculty members in colleges which are closing. Such a program could also be available to tenured professors who are terminated because of program changes. Whatever is developed must be carefully managed, and provide for sequential steps, beginning with psychological support when the axe falls. A reasonably comprehensive and feasible emergency program should include the following four elements, in sequence:

a) A crisis intervention "personal career advocate" who has the pyschological sensitivity to deal with the experience of loss needs to be available, probably on a one-to-one basis, when the axe falls. At minimum this can be provided by a telephone hot line on an "800" number. At best, roving counselors should be available. The availability of such a service must not

be tainted by any possible legal or political conflict of interest. It must be provided to serve the needs of the terminated professor only. It must be designed to de-fuse "strike back" reactions and direct the terminated toward the constructive steps which they can take.

b) Groups of terminated faculty members need to be drawn together, if possible from various campuses, to provide mutual support and a buddy system for the work which is to come. This could begin in a Crystal style workshop, but it needs to continue through regular meetings until all the people are relocated (like Nathan Azrin's "Job Finding Club").

c) A program for both personal goal analysis and skills identification needs to be provided. Some people argue that this task can only be adequately carried out by the terminated themselves. I suspect that Alan Entine correctly urges an eclectic approach which can be adjusted to individual needs. This could well include SEGI (System for Interactive Guidance and Instruction, developed by the Educational Testing Service) type computer based programs, and assessment services designed by human resource professionals (e.g. Bart Ludeman, Lloyds Bank California; Joseph L. Moses, A. T. & T.; James C. Robinson, Development Divisions Inc.) in business and industry. Such services could provide reinforcement for self-perceptions while also soliciting the interest of people knowledgable about non-academic job possibilities. Further, people involved in such assessments would have the opportunity of examining whether their life goals and economic needs must both be satisfied through paid employment, or whether there is more to life than a job (cf. Richard Bolles' The Three Boxes of Life).

d) A brokerage, support and follow-up service is probably the key to

actual placement in a new position. Self-help groups can be facilitated by one or more people directly available to them who can provide links between the world of higher education and other possible avenues of employment (non-teaching campus positions, governmental and social service agencies, business and industry, etc.), People who provide such a service should be imaginative, supportive and persistent. Funding for direct costs, including telephone and travel, involved in a job search needs to be available as part of this service.

There are a number of possible contractors for outplacement services. Some of them may be excellent, and probably some should be tried. However, as Harold Hodgkinson and others observe, the new outplacement industry is showing unfortunate rip-off characteristics. Richard Bolles suggests a first step toward identifying, or borrowing from, good outplacement services. Ask them, "What is the toughest nut you had to crack and how did you crack it?" Then look for analogous technology applicable to the faculty placement problem. Tom Hubbard at Think (New York), Murray Axmith & Associates (Toronto) and Drake-Beam Associates (New York) have been suggested as people who may be able to provide a constructive response to Bolles' question. Recommendation: There is an immediate need for the development and funding of comprehensive emergency services -- including crisis intervention counseling, the formation of self-help groups, programs for goals analysis and skills assessment, and brokerage arrangements -- for terminated tenured professors, particularly, but not exclusively, those who are terminated because a geographically isolated college is closing.

2. Career Futures Centers:

Instead of, or in addition to, the above steps, it may be appropriate to develop semi-permanent "alternate landing pads" (to use Jarold Keiffer's term) for terminated professors. These would be established residential locations (Richard Bolles suggests that they ought to be near, but not in, urban centers, and be like church conference centers or "fat farms") to which the terminated would go for comprehensive transition services during determinate periods. Ideally, these "alternate landing pads" would be distributed around the country. Practically, the initial two or three should be located in the areas of anticipated greatest need. They must have a neutral (non-education) institutional base, be designed to cushion cultural shock, provide basic financial security for a determinate time, have training facilities available, and provide for contacts with non-academic employment opportunities.

These centers would be ideal for assessment and competency programs which could provide a sort of credentialing service by way of "transition papers" (like "MBA Equivalent") which can be used to gain entry to new careers (military retirees have found academic degrees to provide just such "transition papers" to new careers). They would also be natural places for firms to send employment recruiters as word gets around of the availability of intelligent, highly skilled, experienced and mature talent. And, of course, they could be ideal locations for systematic research on the whole confused issue of mid-life career changes. However, as service stations rather than research centers, they must not get bogged down in the academic tendency to replace the need for closure with indefinite further research.

If such career service stations are established, they must be adequately funded, well staffed and designed to empower terminated professors, not re-infantilize them.

(N.B. Alan Entine reports that the SUNY-Stony Brook Mid-Life Assessment Program is currently serving some two hundred former Long Island high school and community college teachers annually, suggesting some precedent for the volume such centers could expect. In addition, such centers could become models for replacing the presently ineffective state and private employment services with a new mode of re-employment service, if they prove effective.)

Funding either an emergency service or these centers would, obviously, be a problem. There are no federal legislative proposals anticipating the needs of terminated professors. However, there is some precedent for Federal funding in the FAA second career program for terminated flight controllers (who range in age from 30-62). In the private sector we have tended to be more concerned to reinvest financial capital than make creative use of human capital. However, as Joseph O'Neill suggests, it might be possible to arrange for, e.g., the Common Fund to receive the assets of closed colleges in return for assuming both known fiscal obligations and for funding termination, outplacement and relocation service for personnel -- on the prospect of realizing a net gain for the Fund by judicious long term disposition of the assets. Finally, the precedent of unemployment insurance and severance pay may be the basis for developing a re-employment insurance and lump-sum payment program by which continuing institutions which terminate tenured faculty could at least provide conscience money for these programs. In any

event, though foundation funds would probably be necessary to start them, these programs must be able to draw on non-foundation sources of support in order to be continued if successful.

Recommendation: As soon as possible a study of the feasibility of setting up regional faculty career futures centers should be done -- including such concerns as location, nature, start up costs and long term-funding prospects.

POSTSCRIPT

A. Long-Term Implications

Whether or not any systematic programs are developed to deal with the problem of stuck and terminated tenured faculty during the next decade, by 1990 the academic profession will be showing a new character. Just what that character will be, nobody knows, but it will be reflected in the status and function of all of higher education. At the end of the decade the precedent of mid-life shifts out of academic careers will have been established -- for good or ill. By 1995 retirements will start to bring the flow through the academic profession closer to a steady state. By 2000 the academic market place will be changing again, but it will never change back to the boom days of the 60s.

We can take this crisis as the opportunity to help create a situation open to change, responsiveness and career mobility, or we can allow the present tendencies toward rigidity, closure and protectiveness to dominate. There are those who see the second as inevitable and counsel belt-tightening while we survive a debilitating decade or two. After all, over the centuries higher education has gone through previous cycles of ossification and

decline, why should our generation be exempt?

Personally, I am loath to admit to helplessness when we have not tried to help. Further, trying to do something about the budding crisis in academic careers may be just the catalyst needed to set trained minds to work on the whole career-change and re-employment mess.

B. Immediate Priorities

Whatever is done, we must begin with both people and institutions. Dealing with the one without the other is a counsel of despair. There is no linear direction to the relationships among individuals, careers, institutions and society. Hence, there is no one place to start. Any of the recommendations could be adopted as a beginning, depending on the interests and capabilities of particular funding agencies.

If pressed for a judgment regarding the programs which would provide both immediate impact and enduring results at moderate cost, I would recommend beginning at three points separately, but simultaneously: 1) an emergency program for terminated tenured professors; 2) a publication program on faculty career futures; 3) a program to develop and disseminate model institutional personnel policies.

SUMMARY OF RECOMMENDATIONS

A. The environment of individual campuses:

For the next ten years provision should be made for a substantial annual prize (ca. $500,000), with attendant publicity, to be given to the campuses which have done an outstanding job of including faculty career development in strategies for institutional renewal.

B. Institutional policies and procedures:

1) A concerted program of collecting, refining, developing and disseminating model institutional policies which both involve faculty members in dealing with career constraints and enable faculty members to develop career options should be given foundation and/or governmental priority.

2) Support for a summer workshop program, similar to the Lilly (formerly Danforth) workshop for curriculum development, through which campus teams create for their own colleges institutional plans for effective personnel utilization and expanded career horizons should be considered as a way of bridging the gap between the variety of campus situations and common policy issues.

C. Consortia and state systems:

The development of sophisticated, multi-campus career planning and out placement programs, on the corporate model, with explicit attention to programs applicable to different types of institutional affiliation, should be given high priority by funding agencies.

D. Internships and exchange programs:

Monitoring and encouraging internships and exchange programs is in order -- certainly the IPA program is ripe for an evaluation -- but such programs should not be fostered merely as a means of developing career options for unwanted professors. As appropriate programs should be able to stand on their own merits and are potentially self supporting, major funding need be provided only at the start-up stage.

E. Consciousness raising:

One or more funding agencies should initiate, or invite proposals for, a national discussion -- including conferences, regional workshops, local seminars and timely publications -- of the mid-life career situation of academics.

F. Publications:

A publication program addressing issues in mid-life career transition for academics should begin at once, possibly including a semi-popular periodical. Profits from sales should enable the program to become self-supporting.

G. Career libraries:

A program of identifying, supporting and publicizing appropriately distributed public libraries which can serve as information and service centers for "stuck" and terminated professors should be undertaken immediately and would be comparatively inexpensive.

H. Workshops:

Direct funding of workshops is probably best left to individuals and local or regional organizations. However, consideration should be given to funding a means of monitoring and evaluating workshops, including systematic studies of the effectiveness of various approaches.

I. An emergency program:

There is an immediate need for the development and funding of comprehensive emergency services -- including crisis intervention counseling, the formation of self-help groups, programs for goals analysis and skills assessment, and brokerage arrangements -- for terminated tenured professors, particularly, but not exclusively, those who are terminated because a geographically isolated college is closing.

J. Career futures centers:

As soon as possible a study of the feasibility of setting up regional faculty career futures centers should be done -- including such concerns as location, nature, start up costs and long term-funding prospects.

INFORMANTS

Over 125 people were contacted by telephone, with personal follow-up in many cases. Without exception, those contacted were cooperative, concerned and helpful. Sometimes too helpful, as when they strained to find somebody they could refer me to. Many could provide no substantive information beyond a referral. Those who had substantive observations regarding present or proposed programs which bear on opening vocational options to "stuck" and terminated tenure-level faculty include the following:

Edmund Ackell
Virginia Commonwealth University

Merle Allshouse
Bloomfield College (New Jersey)

Lloyd Andrew
Department of Higher Education
Virginia Polytechnic Institute and State University

Nathan Azrin
Anna Mental Health Center (Illinois)

Robert Barry
Career Development Program
Loyola University of Chicago

Michael Batten
Federal Aviation Agency

William Bergquist
Walnut Creek, California

Neal R. Berte
Birmingham-Southern College

René Blanchette
Connecticut Humanities Council

Richard N. Bolles
National Career Development Project
Walnut Creek, California

George W. Bonham
Change Magazine

David Booth
Washington, D. C.

Leon Bramson
Exxon Foundation

Rodney A. Briggs
Eastern Oregon State College

Daniel Callahan
Hastings Center (New York)

Frank Cassell
Graduate School of Management
Northwestern University

Robert Craig
American Society for Training & Development

John C. Crystal
Manhasset, New York

Mark Curtis
Association of American Colleges

Donald E. Drake
Pennsylvania State College Educational Services Trust Fund

Russell Edgerton
American Association for Higher Education

Alan D. Entine
Mid-Life Assessment Program
State University of New York at Stony Brook

Virginia Fadil
National Institute of Independent Colleges and Universities

Emmet B. Fields
Vanderbilt University

Sidney Fine
Advance Research Resources Organization

Robert A. Fish
Bernard Haldane Associates (Philadelphia, Pennsylvania)

Forty Plus of Washington (D.C.)

Jon Fuller
Great Lakes College Association

Todd Furniss
American Council on Education

Fred Gage
Dean of Arts & Sciences
Fairleigh-Dickinson University (Madison, New Jersey)

Robert Gale
Association of Governing Boards

Janet Hagberg
Human Renewal, Inc. (Minneapolis, Minnesota)

Auderey Harris
IPA Mobility Program
Office of Personnel Management (D. C.)

Peggy Heim
Teachers Insurance and Annuity Association

John Hindle
Office of Faculty Services
Peabody College for Teachers
Vanderbilt University

Harold L. Hodgkinson
NTL Institute (Arlington, Virginia)

Clyde Ingle
Minnesota State Council of Higher Education

Eugene H. Jabker
Office of the Provost
Illinois State University

Arnita Jones
Office of Planning and Policy Assessment
National Endowment for the Humanities

David Justice
Center for the Study of Higher Education
Memphis State University

Bart Kennedy
Prism Incorporated
Montgomery, Alabama

Jarold A. Kieffer
National Committee on Careers for Older Americans (D. C.)

Kavid Krantz
Department of Psychology
Lake Forest College (Illinois)

Carlos E. Kruytbosch
Office of Planning and Policy Analysis
National Science Foundation

William J. Leffin
Dean, College of Letters & Science
The University of Wisconsin, Oshkosh

Harry Levinson
Levinson Institute (Cambridge, Massachusetts)

Irwin C. Lieb
Department of Philosophy
University of Texas

Clara Lovett
Department of History
Baruch College (New York)

Thomas Maher
Center for Professional Development
Wichita State University (Kansas)

Neal Malicky
Baldwin-Wallace College (Ohio)

M. L. (Mac) McCarty
Office of the Chancellor
California State University and Colleges

William J. McCutcheon
Wayland Academy (Wisconsin)

Thomas K. McElhinney
Institute on Human Values in Medicine (Philadelphia, Pennsylvania)

John V. McKeon
IDS Marketing Corporation (Richmond, Virginia)

Marina Miko
Resource Center for Planned Change
American Association of State Colleges and Universities

Richard Millard
Education Commission of the States

Dorothy P. Miller
Office of the Chancellor
California State University and Colleges

Douglas Moore
University of Redlands (California)

Ruth Morgan
Assistant Provost
Southern Methodist University

Joseph O'Neill
Conference of Small Private Colleges (Princeton, New Jersey)

William A. Overholt
University of Illinois Medical Center (Chicago)

William F. Pilder
Mainstream Associates (New York, New York)

Davenport Plumer
Office of Research and Evaluation
New York Institute of Technology

Gary Quehl
Council for the Advancement of Small Colleges

R. Eugene Rice
Department of Sociology
University of the Pacific (California)

Lloyd Richardson
Council for the Advancement of Small Colleges

Larry L. Rose
Kansas City Regional Council for Higher Education

George P. Ruderman
Executive Manpower
General Electric (Fairfield, Connecticut)

William B. Simpson
Department of Economics
California State University, Los Angeles

Frank Spreng
Division of Business Administration
Brescia College (Kentucky)

Thomas M. Stauffer
American Council on Education

Walter B. Storey
Career Planning & Organizational Development
General Electric (Croton-on-Hudson, New York)

John Strange
Council for the Advancement of Experiential Learning

William Toombs
Center for the Study of Higher Education
Pennsylvania State University

Waldo S. Walker
Grinnell College (Iowa)

James J. Whalen
Ithaca College (New York)

David Whitcomb
Center for Faculty Development
California State University, Long Beach

Raymond O. Wicklander, Jr.
Continental Bank
Chicago, Illinois

Ruth Yansick
New Careers
Chicago, Illinois

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Interview Outline: Vocational Options for Senior Faculty

Interviewee: _____ Date _____

Address: _____ Phone _____

I. Categories of tenure level faculty involved:
   A. Blocked, frustrated, apparently locked in.
   B. Positions eliminated because of program changes and/or financial exigency, institution not closing.
   C. Positions eliminated because college closing.

II. What has been done?
   A. For faculty in colleges which have closed in last 5 years.

   B. To recruit senior faculty for positions outside academia.

   C. To provide ~~for other~~ re-training opportunities.

   D. To provide placement and career transition services.

   E. To inform and educate about career options and opportunities.

   F. Other.

III. Current plans:
   A. In your shop:

   B. Elsewhere?

IV. Ideas lying in the wings?
   A. Dealing with geographical dispersion of faculty resulting in job contact and relocation problems.

   B. Modifying contracts so as to build bridges to off campus jobs (e.g. public service and consulting).

   C. Identifying growth areas of employment where faculty may have "transferable skills."

   D. Other.

APPENDIX B

6525 North Sheridan Road, Chicago, Illinois 60626 * (312) 274-3000, Ex. 198 or 274-3169
Career Development Program

CAREER DEVELOPMENT PROGRAM

Began September 1, 1978 and will continue for three years with partial support from F.I.P.S.E. (now of the Office of Education).

The Program places administrators, faculty, and trained staff in positions outside the university -- corporations, government, and public service situations -- for a period of a year during which the persons have a leave of absence from the university. The persons who secure positions outside the university are paid by their new employer at approximately the same rate they receive at the university. At the end of the year, or somewhere before, a decision must be made as to whether they will return to their teaching position.

Four persons were placed at the beginning of the second year. (See the Report on Year I, enclosed.)

The Program also permits an External Exchange and an Internal Exchange. External Exchange will pay a person from Loyola to work/teach at another school, so long as the other school will send a person to reciprocate -- permitting an exchange of persons with different skills to suit the current needs of the schools. Internal exchange involves our different schools and five campuses.

Consciousness raising workshops -- Financial Management and Time Management -- both provide needed services as well as raise questions about a person's future. (Spouses permitted to utilize all our services.)

Workshops on Integrating Personal and Professional Goals, day and a half, overnight, permit persons to begin asking about their own career and their own future. Five such workshops were held, with an average of twelve persons in attendance. Evaluations were uniformly high; most persons saw this as the first significant opportunity to take stock of their lives. This workshop is a preliminary to making a decision about the function of using a year's placement to enrich a career/ or change a career. Followup sessions are necessary every few months. This year will begin a second level workshop as well as workshops on Two Career Families.
(The response has been so uniformly high that we are about to evaluate the workshops through taped interviews with participants.)

* * * * * * * * * *

Loyola University of Chicago, with 15,500 students, has ten schools -- College of Arts and Sciences, University College, Schools of Business, Dentistry, Education, Law, Medicine, Nursing, Social Work, Theology; also Institutes of Industrial Relations and Pastoral Studies; five campuses in the Chicago area and a campus in Rome, Italy. A faculty of 675 and another 125 persons who are administrators and trained staff.

Robert M. Barry
Director

Barbara Naftzger
Assistant

After the Workshop on Integrating Personal and Professional Goals: For those persons who decide that they want to involve themselves in a placement situation for a year, the following process takes place.

Workshop on Skill Assessment: Initially an all day event, it has developed into an over-night workshop. The task of this workshop is sort out the generic skills that are involved in teaching as well as the allied activities that go along with university teaching or working. Those who attend should leave with a sense of their own skills as well as a genuine sense of ownership of these skills.

Resume Writing Workshop: Based upon the sense of skill identification of the prior workshop, those who attend will learn to write three or four resumes for different positions. (The presumption is that a Curriculum Vita is the document for the educational institution, while the Resume is the document for the corporate institution.)

Interviewing Workshop: As events happened we had two of these: the first one, conducted by the chairman of the Communication Arts Department, currently on leave as Director of Human Resources at one of the Fortune 500 corporations, explored how the person-to-be-placed should prepare and act. The second, conducted by a person in executive placement at a major corporation, focused on what the placement executive looks for in persons that are being interviewed.

Interviews are scheduled by the persons themselves. The Program, through the Director or Assistant, has already contacted vice presidents of various corporations, explained the details of the placement procedure, and secured affirmative responses. On that basis the persons who are interested in being placed will initiate contact and arrange for the interviews. (While the Program sees itself as being supportive and offering services, it is essential that each person develop an ownership of their placement and make appropriate decisions by themselves to achieve that ownership.)

It is to be understood that all activity is freely entered into by either the administrator, faculty member, or trained staff member. Moreover, each person exercises control over themselves and their own destiny and can thus withdraw from the placement process at any time.

The function of the Workshop on Integrating Personal and Professional Goals has been most interesting. Initially it was designed to be of assistance to those persons who were thinking seriously about some sort of alternate position either External Exchange or Placement outside of the academic world.

The process of the workshop involves assisting the person to perceive significant events, from their past, as a way of understanding their present situation. Discrepancies between their most interesting events and their own current assessments were used to explore future possibilities. The workshop explored life styles and management styles. It raised issues of value commitment and future expectations. The end product was two-fold: an general appraisal of one's life and one's career, and a plan to bring about some improvement in one's life.

Each person would walk away from the workshop with a plan. This plan would contain strategies and management procedures. Subsequent sessions, generally from six weeks to three months later, would be held to discuss and evaluate the implementation of the plan that was developed in the Workshop.

But, as happens to all creative situations, the Workshop developed in unexpected directions. Some of the persons who were primarily interested in a placement outside the academic environment found themselves with a plan that did not even mention placement. Other priorities have appeared as they explored their career: some persons found that the family situation was of more current and pressing significance so their plan involved the family; others found that they wanted to write another book, or their first book; some wanted to do something special for one of their children; others found that they wanted an additional, or alternate, degree.

Thus the I.P.P.G. Workshop was functioning to assist persons to get a handle on their lives, as well as their careers. It was at that point that the Workshop was opened up to all faculty and their spouses, not merely those who wanted to be placed for a year's experience.

As a result of that slight adjustment, the Program has really taken on a more significant dimension. It now offers an opportunity for persons within the university -- along with their spouses -- to explore their career as well as their lives. Though I am reluctant to use words improperly, it may be said that this was a quantum development in the Program. Now the Program is used by persons who want to think seriously about their lives and their careers.

Though there is little question that the placements that have already been made for faculty members are significant for their careers, the movement of the Program into the offering of "soft" services for career exploration is the most significant aspect of the Program from a long-term perspective. Most faculty members are not interested in exploring a career change, at least not now. But many more faculty members will, next year and progressively with each additional year, become more interested in thinking seriously about their career and their lives. Thus we see the Program as providing current services, as well as laying a foundation -- perhaps even giving permission -- for an exploration of one's career. Of all of the professions, it seems that the Socratic warning that "An unexamined life is not worth living" is most clearly true of the academic profession.

We have permitted the spouses of faculty, administrators, and trained staff members to be involved in the Program. The basis for this decision was that a career does not affect merely the individual person, but involves the entire configuration of personal and family relationships. About twenty-five per cent of those who attend our Workshops are spouses. Here again there has been an expansion of our Program. We find that those faculty members who are exploring a career change must involve their spouse in the exploration. As a result of concerns on the part of many persons in our Program we are going to begin offering Workshops on Two Career Families. This new development is not quite unexpected, since it reaffirms our initial belief, but it is clearly organic. For those in the Program felt the need for this type of Workshop.

We have also just begun to think seriously about developing a loosely structured discussion group that will focus on the career of the persons who get involved in the group. While we are not quite sure of the direction of this service, it allows a soft commitment to career exploration. Perhaps there are many persons who need merely this sort of opportunity to share common concerns and problems.

The following pages contain some evaluation material and some letters that we send to our constituents. It is somewhat random, but may be a quick way to give you the feel of what is happening in our Program. Since we are a "faculty responsive" program, there is a heavy informational flow, both in our formal announcements and personal contact.

Dear Colleague:

In view of the fact that the Career Development Program has been in existence for a bit more than a year, it is about time that we give you some sense of what we have been doing. This is a report for our first year -- September 1978 to September 1979.

1. We have been able to assist faculty/administrators in the process of getting involved in some alternate work situation. The following have come through our program:

a) James Klein, political science, is currently executive director of the continuing education program for lawyers and judges, under the Supreme Court of the State of Colorado.

b) Gilda Parrella, communication arts, is currently working in the area of executive attitudes and designing communication workshops in the corporate offices of Sears, as well as in their five divisions throughout the country.

c) Frank Nussbaum, mathematics, is currently a computer consultant at Digital Systems House, Batavia, Illinois. He is also exploring the use of computer graphics for corporations.

d) Henry Cohen, history, is working in the advertising, community relations, marketing, public affairs, and public relations sector of Talman Federal Savings and Loan Association for the purpose of writing the chronology/history of Talman as a metropolitan/corporate structure within the Chicago area.

Unofficially, we have been able to assist a student who decided not to continue graduate work to obtain a position as program director in one of the sections of the Chicago City College system.

2. Our Financial Management and Time Management Workshops have had 128 persons attend these half day events.

3. In our workshops on Integrating Personal and Professional Goals we have had 60 persons attend this overnight event.

4. About 25% of those who attend our workshops are spouses of those who work at the University.

5. Reports and introductions about our Program have been given to the major departments of the college/university, as well as to most of the schools of the university. We have also had numerous personal interviews with many faculty, administrators, and trained staff about career issues.

6. We have contacted all the Jesuit colleges/universities in the country to notify them of our exchange program. Though this was done at the end of last year (too late to bring about exchanges for this year) we are in the process of again contacting these colleges/universities for some exchanges beginning September 1980.

7. We have notified all the members of the International Federation of Catholic Colleges and Universities about our exchange program.

8. We are currently in the process of utilizing The Chronicle of Higher Education as a means of informing the institutions of higher education throughout the country about our exchange program. We expect that this will generate some exchanges for the 1980-81 school year.

9. Our small grants program has been able to provide modest amounts of funding to the following persons:

- Prof. Ralph Arnold, College of Arts and Sciences
- Prof. James Blachowicz, CAS
- Prof. Chandra Chaterji, School of Business
- Prof. Allen J. Frantzen, CAS
- Brother Michael Grace, S.J., Library
- Prof. Gerald L. Gutek, School of Education
- Prof. Diana Hackbarth, School of Nursing
- Prof. Robert Hamilton, CAS
- Prof. Kathlyn McElliott, School of Dentistry
- Dr. John M. Nicholas, School of Business
- Prof. Bonnie Oh, CAS
- Dr. Edward J. O'Shea, CAS
- Dr. Timothy B. Scarff, College of Medicine
- Prof. Jean Unsworth, CAS
- Dr. Homi B. Vania, College of Medicine
- Prof. Justine C. Wantz, CAS

10. Corporations have been very supportive of the Program. We have had contact with the following: American Hospital Supply; American National Bank; Continental Bank; Esmark (Swift); First National Bank; Hart, Shaffner & Marx; Illinois Bell; National Can; Northern Trust; Ryerson Steel; Sears; Talman Federal Savings and Loan.

11. Continental Bank must be given special mention, among all the corporations with which we have had contact. Though we have not been able to develop a placement with them -- the task of "fitting" is both delicate and complicated -- Mr. Raymond O. Wicklander, Jr. has taken exceptional care to provide service, advice, and be generally supportive of the Program. He has provided exceptional assistance by suggesting that he run an interviewing session, which permitted those involved in the Program to discuss with him and his assistant, Ms. Adelyn Dougherty, the internal working of an interviewing session. The Program sees itself indebted to Continental Bank for their continued support.

12. It has become evident that the placement dimension takes anywhere from two to nine months. Since the major concern is that a person who is interested in being placed must have appropriate skills, have the opening appear at the correct time, and feel comfortable with the persons with whom s/he will be working, we have recognized that this cannot be achieved overnight and requires delicate coordination. For those who are interested in placement for the school year 1980-81, now is not too soon to be in touch with the Career Development Office, 274-3169, or Lake Shore Campus, extension 198.

13. We have had an evaluation of the Program by Prof. Seymour B. Sarason, Institution for Social and Policy Studies, Yale University. (Anyone interested in receiving a copy of this evaluation can obtain one through our office.)

We are indebted to many persons who contributed their services: Prof. John D. O'Malley; Ms. Patricia Campion; Mr. Paul Grant; Prof. Virgil Boyd; Prof. Robert W. Pirsein; Prof. J.M. Cornett; Ed Dillman and Fred Young from the Harris Bank; as well as Dean Marilyn Weiner of Northeastern University, Boston; and Dr. Elizabeth Wells of Washington and Cincinnati.

Robert M. Barry
Director

Yale University *New Haven, Connecticut 06520*

INSTITUTION FOR SOCIAL AND POLICY STUDIES
17A Yale Station (70 Sachem Street)

July 24, 1979

Robert M. Barry
Career Development Program
Loyola University of Chicago
6525 N. Sheridan Road
Chicago, ILL. 60626

Dear Bob:

Here is my report. It is short. But it says everything that I wanted to say. I really congratulate you on what you have done and I do hope that things continue to work out well for you and the program.

Warmest regards,

As ever,

Seymour B. Sarason,
Professor of Psychology

SBS/JBM

Loyola's Career Development Program

I have heard about many college and university career development programs. I have had firsthand contact with several of them. Without question Loyola's program is the most balanced and creative of them all. Frankly, I did not expect to be as impressed as I was. If I came away with such a favorable impression, it was due to several factors. First, the program is not only voluntary but is not accompanied by explicit or implicit pressure from the college or administration. Second, the program gives opportunities to the faculty for an intensive experience in a new setting from which they can return to the university if they so wish. Third, if they decide to return to the university, there is every reason to believe that it will improve and reinvigorate their teaching. Fourth, if they decide not to come back to the university, that decision is completely voluntary and they are appreciative to Loyola for facilitating a career change. Fifth, the workshops are well planned and are a real aid to the faculty in their decision-making. Sixth, and most crucial, the warm, thoughtful, and creative leadership of Dr. Barry has been of inordinate help to all the participants.

The above impressions are based on a number of interviews with faculty who are participants. It is important to note that with no exception I found the participating faculty to be bright, mature people who have a very good feeling about what Loyola is attempting to do for them. I was surprised to find that most of the participants were on the young side and tenured. They are not "burn-outs". On the contrary, they are people trying to extract as much meaning as possible from their personal and working lives.

The one question voiced by the participants concerns the lateness with which field placements were being arranged. They understood that this was largely due to the fact that this was the end of the first year

of the program but, nevertheless, it is causing some anxiety. My own opinion is that for this program to realize all of it's laudable objectives it will require fulltime leadership. Contacting community organizations and creating the conditions for mutually beneficial relationships is a very time-consuming affair. I think Dr. Barry can be helped in this regard if, as I suggested to him, a series of advisory committees from community organizations is setup by him. Even then, I feel that managing and continuing to develop this program requires a fulltime commitment.

I commend Loyola for it's very innovative program. In fact, I feel that Loyola is so far ahead of other colleges and universities that Dr. Barry at some point should be urged to write-up the program in some form for publication. Colleges and universities are having a hard time and Loyola's program is one very creative approach to these difficulties.

SBS/JEM

APPENDIX C

Southern Methodist University

POLICY ON SCHOOL, DEPARTMENT, OR PROGRAM DISCONTINUANCE

This policy establishes the internal procedures to be followed in making recommendations to the Board of Trustees for action.

Southern Methodist University believes that a substantial degree of economic security is essential to the success of the institution in fulfilling its obligations to its students and to society. Nevertheless, the termination of appointments of tenured faculty or those with unexpired terms may occur as a result of a bona fide formal discontinuance of a school, department, or program of instruction or research during a period of retrenchment.

Retrenchment as a reason for faculty terminations refers to actions required within a university to adjust to financial conditions that necessitate the termination of schools, departments, or programs. The termination of programs may necessitate the termination of faculty with tenure or with unexpired terms. While the reason for applying a rigorous standard for program evaluation is primarily financial, and while the determination of the necessity for applying the more rigorous standards for program evaluation is primarily administrative, the judgements as to which programs and which faculty to terminate are based essentially upon the educational value of the fields of instruction or the programs of research to the mission of the University.

A program is defined as a series of offerings that may be a school, department, center, institute, or similar administrative entity, or a curriculum or a group of courses in a specific discipline that constitute a separately identifiable body of organized knowledge.

During the periods of economic stress when the educational value of fields of instruction or research are scrutinized more carefully, the following policy will be followed in order to assure fairness and reasonableness:

1. Schools, departments, or programs may be discontinued without a showing of financial exigency on the basis of considerations that are essentially educational.

2. The discontinuance of a school is so exceptional as to require the Provost to establish a University-wide advisory body representing faculty and administration (with faculty holding a majority) to assess the educational value of a school to the mission of the University.

3. Each of the schools of the University shall establish the criteria for discontinuing a department or program, subject to approval of the Provost for consistency with University criteria.

4. Each of the schools of the University shall establish procedures for faculty consultation in assessing the educational value of programs or departments to the mission of the University. The Dean shall make recommendations to the Provost as to specific program terminations within each school, subject to the established consultative procedures.

5. A Dean's recommendation to the Provost will be reviewed by a University-wide faculty body advisory to the Provost.

6. Before terminating an appointment because of school, department, or program discontinuance, the Provost will make a reasonable effort to place the faculty member concerned in another suitable position within the institution, and for those eligible, to work out arrangements for early retirement. The University will give financial priority to these efforts.

   In any case, if the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: at least three months, if the final decision is reached by March 1 (or three months prior to the expiration) of the first year of probationary service; at least six months, if the decision is reached by December 15 of the second year (or after nine months but prior to eighteen months) of probationary service; at least one year, if the decision is reached after eighteen months of probationary service or if the faculty member has tenure. In determining what, if any, payments will be made beyond the effective date of dismissal, the University may take into account the quality and length of service of the faculty member.

7. Any faculty member may appeal a proposed relocation or termination resulting from a discontinuance, and has a right to a full hearing before a University-wide faculty review committee. The issues before that committee may include the institution's adherence to this policy. The decision of that body shall be advisory to the Provost and President.

8. Before terminating a school, department, or program, the University will make a reasonable effort to see that students who have been admitted to the program are not disadvantaged.

Approved, Board of Trustees, November 2, 1979

Southern Methodist University

POLICY ON FINANCIAL EXIGENCY

This policy establishes the internal procedures to be followed in making recommendations to the Board of Trustees for action.

Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a bona fide financial exigency.

A financial exigency is an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means than to terminate appointments of tenured faculty or those with unexpired terms. This may or may not entail the termination of entire programs, departments, or schools. If the University, because of financial exigency, does terminate appointments, it will not at the same time make new appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result.

1. Determination of Financial Exigency

   a. When the President determines that the University is approaching financial crisis, he shall notify the faculty as early and as specifically as possible of the impending financial difficulties.

   b. The President shall appoint a University-wide, predominately faculty Exigency Review Committee. The responsibilities of this body include the following:

      (1) Participate in finding whether or not a condition of financial exigency exists or is imminent.

      (2) Participate in determining whether or not there are feasible alternatives to termination of appointments.

      (3) Participate in determining the policy governing the allocation of faculty reductions within the University once all other less drastic alternatives have been exhausted.

2. Determination of Faculty Terminations

   a. The Deans of each school will establish a school committee consisting of at least a majority of full-time faculty, both tenured and non-tenured, to determine the criteria for identifying the individuals whose appointments are to be terminated. Although the criteria may vary from school to school according to its particular circumstances and needs, a tenured member of the faculty shall not be terminated while non-tenured faculty are retained except in extraordinary circumstances where a serious distortion in the school's academic program will otherwise result.

b. The Deans shall be responsible for applying the criteria and recommending to the Provost the individuals whose appointments are to be terminated.

c. Before terminating an appointment because of financial exigency, the Provost will make a reasonable effort to place the faculty member concerned in another suitable position within the University.

3. Right of Faculty Review

When the Provost issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full hearing before a faculty committee within the school. The decision of the school committee may be appealed to a University faculty panel, appointed by the Provost in consultation with the Faculty Senate Executive Committee. The issues of the hearings may include whether or not the policies stated above have been followed and whether the criteria are being properly applied in the individual case. The decision of the school committee shall be advisory to the President.

Approved, Board of Trustees November 2, 1979

The following procedures will be used to begin the implementation of a program in keeping with these principles:

A. All faculty members are expected to develop and use course evaluation instruments and other ways of identifying whether or not their contribution to our educational program is producing significant realization of intended goals. All faculty members are invited to develop additional means of identifying the strengths and weaknesses of our instructional program. Faculty members, singly and with appropriate colleagues, are expected to use this information as the basis for reinforcing identified strengths in their work and correcting for, or mitigating, weaknesses.

B. All faculty members are expected to maintain their professional competence, contribute to the general intellectual vitality of the campus and keep in touch with the range of liberal learning. In order to do this each faculty member shall have a personal program of study leading to appropriate research projects, the development of new intellectual interests, participation in departmental seminars, contribution to faculty forums, participation in professional meetings and other such activities as contribute to the professional development of faculty members within the goals of Hampden-Sydney College.

C. The Office of the Academic Dean will regularly collect evaluations of the work of faculty members by obtaining annual reports from department chairmen and chairmen of special programs (like Western Man), annually inviting written comments regarding specific strengths and identifiable

weaknesses from other faculty members, conducting systematic interviews with graduating seniors, doing followup studies with alumni five years after they graduate, and by other such means.

D. Once every three years the Dean will review with each faculty member the status of that faculty member's continued contribution to the College, drawing on the data each has collected (see A, B and C above). They will assess together the work of the preceding three years and map out plans for at least the next three years. Special interests of the faculty member and special needs of the college will both be taken into account. This review will culminate in a memorandum of record prepared by the Dean, including a summary judgment that the faculty member's continuing contribution to the college is good, outstanding or inadequate. The expectation is that the bulk of the faculty are, and will continue to be, good. A judgment that a faculty member is making either an outstanding or inadequate contribution will require the identification of particular contributions or deficiencies. Faculty members judged to be inadequate will not be eligible for a merit bonus that year, and shall be informed of the specific actions which will be taken in the future if they fail to correct their deficiencies. These could range from withholding bonuses to releasing a tenured faculty member for cause.

E. Annual merit bonuses will be distributed under the presumption that a faculty member's work is good, thereby meriting one bonus unit, unless there is evidence to the contrary for that year. Faculty members whose contribu-

tion to the college is identifiably inadequate for that year -- as discovered during a three year review, through failure to correct a known deficiency, or because of some specific problem which surfaces between three year reviews -- will not receive a merit bonus. Faculty members whose contribution to the college is generally recognized as outstanding for that year -- as discovered during a three year review or by specific citation by the Faculty Research and Development Committee of an outstanding contribution during other years -- shall merit two bonus units. We do not expect more than 10-15% of the faculty to be judged inadequate in any given year, nor more than 10-15% to be judged outstanding (exclusive of Distinguished Progessors).

F. Faculty members whose contribution is expected to be consistently outstanding will be named Distinguished Professors, and appropriately rewarded in keeping with the provisions for the use of the Pratt bequest. As with all Faculty members, Distinguished Professors will be reviewed every three years. Continuation as Distinguished Professor shall be contingent upon continued identifiably outstanding contribution to the college.

G. The year following every second three year review each faculty member shall be expected to take a Sabbatical leave. Each person's Sabbatical shall be used to realize some of the plans which had been developed during preceding three year reviews. All faculty members will be encouraged to obtain grants, fellowships, or visiting professorships to enable them to take a full year Sabbatical. In some cases, due to special circumstances -- either of the College, of external funding opportunities, or the faculty member

in question -- a Sabbatical leave may be deferred for one or two years. In every case, a new three year review cycle shall begin the year after a Sabbatical. Should a faculty member take a leave of absence, not funded by the College, the time on leave shall be added to the time between normal three year reviews.

H. If, in extreme cases, the College is faced with a situation in which the present abilities of a particular faculty member are no longer needed, the College will fund a full year sabbatical at full pay to enable the faculty member to retrain himself so as to be able to serve the College in another way. Should the faculty member not be interested in such retraining, this full year sabbatical shall become a terminal leave.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5584

Code: FSA 79-29

Supersedes FSA 79-01
77-57
77-56
75-52

Date: June 14, 1979

To: Presidents

From: Marjorie Downing Wagner
Vice Chancellor
Faculty and Staff Affairs

Subject: Program Summaries of the Faculty Early Retirement Program (FERP) and the Preretirement Reduction in Time Base Program (PRTB)

Attached for your information are program summaries of the Faculty Early Retirement Program (FERP) and the Preretirement Reduction in Time Base Program (PRTB).

These summaries incorporate several changes that have been made in the PRTB program since its inception and the many interpretations of Trustee intent that have been made by this office as individual questions have been answered about both programs.

We trust that the summaries will be helpful to campus employees responsible for the administration of these programs; campuses may duplicate these as they deem necessary.

Questions concerning these summaries may be directed to Mac McCarty or Gary Duerner of my staff on (213) 590-5584 or ATSS 635-5584.

MDW:GDD:mj
Attachments

Distribution:

Vice Presidents, Academic Affairs	With Attachments
Vice Presidents, Administration	" "
Business Managers	W/O Attachments
Personnel Officers	With Attachments
Affirmative Action Officers	W/O Attachments
Payroll Supervisors	With Attachments
Auxiliary Organizations	W/O Attachments
Chancellor's Office Staff	" "

Faculty Early Retirement Program

(FERP)

The Faculty Early Retirement Program (FERP) allows tenured faculty members who are eligible for service retirement under the Public Employees' Retirement System (PERS) or the State Teachers' Retirement System (STRS) to elect service retirement and be provided with one term of employment to teach each succeeding academic year through the academic year in which they reach the mandatory retirement age (age 70).

Eligibility

Eligible Classes. Participation in FERP is open to tenured academic teaching employees only. Academic employees such as Librarians, Counselors, Student Affairs Officers, Coaches, etc., are not eligible to participate in the Faculty Early Retirement Program.

Age and Service Requirements. Participants in FERP must be eligible for service retirement. Service retirement is generally available for employees with five years of service who are at least 50 years of age, but not more than 69 years of age. (STRS age requirements are 55-69 years of age.)

Participation. An eligible tenured faculty member who chooses to participate in FERP must notify the president or designee in writing at least six months prior to the beginning of the faculty member's academic year. The president may waive this required notice period.

Participation in FERP may start only at the beginning of a faculty member's academic year. Therefore, employees who are going on FERP must notify the retirement system that their retirement must begin concurrently with or prior to the start of their academic year.

If the employee has earned service credit under both PERS and STRS, the employee must retire from both systems if there is reciprocity between the two systems for that service. If there is no reciprocity, the employee is required to retire only from the system to which he/she is currently contributing. Employees with service credits under two retirement systems should contact those particular agencies to determine if reciprocity exists and whether concurrent retirement from both systems is required.

Appointment Procedures

Attachment A is a sample letter of appointment which should be adapted for local use by entering semester or quarter as appropriate, campus name, etc. Each participant in the program should receive a copy of this letter and the campus should receive and retain a written acknowledgement from the faculty member accepting the conditions of participation in the program. It is suggested that a personal letter be sent to each participating faculty member with the letter of appointment attached.

Employment After Retirement

At the start of each academic year after the participant's retirement, the participant is entitled to teach one term per academic year (until age 70) at the same time base, rank and step he/she held in the academic year immediately prior to retirement. This right to continued employment shall terminate at an earlier date in the event of dismissal for cause, layoff, or failure to meet the employment commitment.

Participants are required to perform the full share of their normal duties. (If full-time, 12 units of direct teaching duties and 3 units of indirect teaching duties; if part-time, the equivalent pro rata share.)

Participants may voluntarily request that the time base of the one term appointment be reduced. Once the time base is reduced, that decision is continuous, but may be changed if the campus approves such a request from the participant.

PERS Retirees

Participants who retire from PERS, may be employed for 90 days per fiscal year after retirement. Participants are prohibited from prorating their assignment over more than one term since in that case the statutory limit of 90 days would be exceeded. For example, a full-time participant could not teach half time for two semesters becasue the 90 day limit would be exceeded. Participants may be appointed in Extension (consistent with the CSUC Additional Employment Policy) during the 90 day period. Other additional employment is not allowed.

*STRS Retirees

Faculty who are STRS members and retire from the CSUC may be employed for 120 days but they may earn no more than $5,000 per fiscal year after retirement. In most cases, in order to stay under the $5,000 limitation, participants must be appointed for their one term at a reduced time base or at a lower rank. The participant should be consulted as to his/her choice to keep within the $5,000 earnings limitation. Participants are prohibited from prorating their assignments if the statutory limit of 120 days would be exceeded. Participants may be appointed in Extension (consistent with the CSUC Additional Employment Policy) or other additional employment during the 120 day period as long as their earnings do not exceed $5,000 in any fiscal year.

*Concurrent Retirement From PERS and STRS

Any time there is concurrent retirement from PERS and STRS, contact the Benefits Division of STRS to determine if CSUC employment after retirement is affected.

BENEFITS

The treatment of benefits of a participant in the FERP are the same as for any other retired employee who is working after retirement and can be summarized as follows:

1. PERS, STRS and OASDI (Social Security) Deductions: There are no deductions for STRS or PERS since the employee has already retired and no service credits are accruing for the one term in each academic year.

   Since the participant is no longer a member of PERS or STRS, there is no deduction for OASDI. Participants should contact their local Social Security Office to determine the impact of their earnings on Social Security benefits.

2. Health Plans. Participants have a right to continue in the state sponsored health insurance upon service retirement. Therefore, basic and major medical coverage will continue unchanged by participation in the FERP.

3. *Tax Sheltered Annuities. Participants in FERP are eligible to join or continue in the TSA program, provided intermittent payments are acceptable to the annuity company.

4. Sabbatical Leaves. Participants in FERP are not eligible for sabbatical leave.

*Corrected 8/27/79

5. Leave Without Pay. Participants may be granted a leave without pay from service under FERP in accordance with the usual campus policies governing leaves without pay. A participant is entitled to one leave without pay for all or a part of a term in which he/she is scheduled to teach if the leave is necessary because of the participant's personal illness. Such leaves shall not constitute an interruption of service and future terms of employment shall not be affected. Subsequent leaves are subject to campus policy.

6. Vacation. Academic year employees are not eligible for vacation accumulation. Other academic employees accumulate vacation according to Title 5, Section 42902 for the term of employment.

7. Sick Leave. When a faculty member retires, his/her accumulated sick leave is converted to service credit toward retirement. Therefore, upon entry into FERP, the participant has no accumulated sick leave.

   Participating faculty accrue sick leave during each term of employment in the same manner as other faculty (8 hours per month for full-time service). Participants may not carry forward sick leave into subsequent terms of employment unless the break between terms is less than six months.

8. Tenure. Normally upon retirement, an employee gives up his/her status of tenure. However, participants are considered as tenured members of the faculty for purposes of committee work and other instructionally related assignments.

9. Seniority. Since a participant has the rights and privileges of a tenured part-time employee, service in FERP is credited toward seniority as continuous and prorated in the proportion of time it bears to full-time service.

10. Nonindustrial Disability Insurance (NDI), Industrial Disability Leave (IDL) and Workers' Compensation. In order to be eligible for NDI or IDL an employee must be a member of PERS or STRS. Since FERP participants are no longer members of their respective retirement systems, they are not eligible for either of these programs. They are, however, covered by Workers' Compensation.

SAMPLE

LETTER OF APPOINTMENT

TO: (Name of faculty member)

FROM: President or President's Designee

SUBJECT: Appointment to the Faculty Early Retirement Program

Your election to participate in the Faculty Early Retirement Program will be effective at the beginning of your (appropriate date) academic year. Your term of employment during that year shall be the (quarter or semester). Your term of employment in subsequent years shall also be the (quarter or semester) unless you are notified of a change prior to the beginning of the spring term of the preceding academic year.

This appointment is subject to the requirements of Title 5, California Administrative Code Sections 43170-43174, a copy of which is attached.

Please indicate your acceptance of this appointment by signing in the space provided on the attached copy of this letter and return to (appropriate person) as soon as possible.

(Date)

I (name of faculty member) accept this appointment to the Faculty Early Retirement Program and the conditions of participation as outlined in Title 5, California Administrative Code, Sections 43170-43174.

(Signature)

Attachment to
FSA 79-29
June 14, 1979

Preretirement Reduction in Time Base Program

(PRTB)

The Preretirement Reduction in Time Base Program (PRTB) allows academic employees including Student Affairs Officers, Counselors and Librarians to phase into actual retirement through reduction in time base to an average of two-thirds, one-half or one-third of full-time while maintaining full retirement and other benefits for a maximum period of five years.

Eligibility

Eligible Classes. Participation in the PRTB program is open to academic teaching employees, librarians, counselors and student affairs officers.

Examples of the classes included in this group are Student Affairs Officers III, IV, V: Counselors and other rank classes in the student services area such as Counselor and Test Officer, Housing Coordinator, Placement Officer, Publications Manager and Test Officer; and Librarian - 12-month and Librarian 10-month.

Management levels such as Assistant Director of the Library, Associate Director of the Library or Director of the Library are not eligible. Also not eligible are Coaches, Directors of Athletics, or academic-administrative classes or any employee within a class in the eligible category that has a salary higher than the maximum paid to employees serving as department chairs. An employee in an academic-administrative class is eligible for participation in the program if he/she returns to an eligible class and otherwise meets the age and service requirements of the program (i.e., 10 years in academic, academic (closely-related) or academic-administrative classes and five years full-time service immediately prior to program). Employees in eligible classes who are responsible for management functions must be reassigned to nonmanagement duties within the same class prior to participating in the program.

Age Requirement. Participants in the PRTB program must be at least 55 years of age but not more than 66 years of age at the time of entry into the program. (STRS members must be at least 55 years of age and may not be more than 64 years of age at the time of entry into the program.)

Service Requirements. A participant in the PRTB program must have been employed as an academic employee or in an academic-administrative class of The California State University and Colleges for at least ten years. The five years immediately preceding the effective date of the reduction in workload must have been continuous full-time employment. While sabbatical

leaves and other approved leaves do not count as time served toward this five year requirement, they do not constitute a break in continuous service. Full-time continuous service immediately prior to such leaves should be combined with full-time continuous service immediately after such leaves to determine if the five year requirement has been satisfied.

Beginning Date of Participation

Academic year employees may start on the PRTB program only at the beginning of their academic year. Twelve-month employees may start on the program at any time during the fiscal year.

Time Base Adjustment

The time base of an approved participant is reduced to the requested two-thirds, one-half or one-third time base (which may be averaged over the academic year) for academic year employees or over the following 12 months for 12-month employees. No other fractional time bases are permitted.

Academic teaching employees are required to perform the appropriate pro rata share of their normal duties. This includes the 12 unit per term direct teaching duties and the 3 unit per term indirect teaching duties.

Twelve-month employees or academic year nonteaching employees are required to perform the appropriate pro rata share of their employment obligations averaged over the following 12 months or the academic year respectively.

Campuses may allow participants' workloads to vary from term to term as long as the average workload is equivalent to the participant's reduced time base. For example, an employee with a one-half time reduced time base may work full-time in one semester and not work the next semester.

In such cases, the employee must be officially assigned on the payroll at the reduced time base for the entire academic year or fiscal year and will receive the appropriate pro rata share of his/her regular full-time salary even though the employee may be working above or below the appropriate time base in a given portion of the academic year or fiscal year. This is necessary so that appropriate retirement deductions, health insurance premiums and other manadatory and/or voluntary deductions may be continued through the entire year. For example, if an academic year employee participates at a one-half time reduced time base and performs 12 units of direct teaching duties and 3 units of indirect teaching duties in the Fall semester, he/she would not receive full pay for the semester, but would receive one-half pay over the entire academic year.

If the employee has a varying work load, at times the campus may owe money to the employee for time already worked or the campus may have paid money to an employee in advance of the work being performed. In such cases, the employee and his/her campus shall agree in writing that if the employee dies, separates or further reduces service during or following a term or terms during which the individual's assignment does not match the rate of pay, an adjustment will be made. If there has been an overpayment, the campus will request repayment from the employee or the employee's estate. If there has been an underpayment, the campus will provide supplemental pay for the employee. Attachment A is the required memorandum of agreement between the campus and a participating employee who has a varying work load.

Benefits.

The treatment of benefits of a participant in the PRTB program shall be as follows:

1. PERS, STRS and OASDI Deductions. Deductions related to PERS and STRS shall be based upon full-time rate of pay. The employee and employer pay their respective shares. Those for OASDI shall be based upon the actual, i.e., half-time average rate.

2. Health Plans. Basic and major medical coverage and the employee's contribution will remain the same.

3. Insurance Programs. Participants in the PRTB program are considered full-time employees for CSUC sponsored insurance plans and State health insurance plans.

   Some employee organizations also sponsor insurance plans. Employees enrolled in these plans should consult with representatives of the employee organizations prior to going on the PRTB program to determine if the reduction in time base will affect the status of their insurance benefits.

4. Tax Sheltered Annuities. Employees under preretirement reduction in time base may participate in the annuities program. If an employee is currently participating in the annuities program, the campus should advise the employee (prior to reducing the employee's time base) to review his/her tax sheltered annuity and, if necessary, to request that the campus adjust his/her monthly deduction to a level consistent with his/her reduced salary.

5. Sabbatical Leaves. Participants in this preretirement program are not eligible for sabbatical leave. In addition, those who have a remaining return service obligation following a leave with pay are not eligible to participate in this program until the return service obligation has been met.

6. Leave Without Pay. Campus regulations related to leaves without pay apply to participants in this program.

7. Vacation. Vacation will be accrued at the appropriate pro rata share for those employees in classes eligible to accrue vacation.

8. Sick Leave. Sick leave will be accrued at the appropriate pro rata share (5.33 hours per month, 4 hours per month or 2.67 per month).

9. Tenure. Participants remain tenured members of the staff while they are on the program.

10. Seniority. A participant is entitled to the same rights and benefits as if he/she were a full-time continuing employee. Therefore, the reduced service is credited as full-time service for seniority.

11. Nonindustrial Disability Insurance (NDI), Industrial Disability Leave (IDL) and Workers' Compensation. Participants in this program are eligible for Workers' Compensation, IDL and NDI. However, benefit amounts are based on the reduced earnings.

12. Advanced or Banked Quarters - QSYRO Campuses. In reviewing requests for participation in the program each campus should consider the effects upon future staffing in cases where employees making such requests have advance quarters off to repay or have banked quarters to their credit. A campus might, for instance, decide to delay assignment of an individual to half-time under the program until he/she has utilized a banked quarter or an advance quarter off. This is a matter of campus discretion. Service to repay an advance quarter off must be equivalent to full-time service; e.g., two quarters at half-time equals one full-time quarter off.

Additional Employment While on PRTB

It is not appropriate for an employee on the PRTB program to be considered for an additional assignment from the General Fund, since the employee is treated as full-time for service credit and the additional employment policy precludes appointments in excess of full-time from the General Fund. If it is critical that the employee have the additional employment, consideration should be given to terminating the employee's participation in the PRTB and returning him/her to full-time or other appropriate time base.

Termination of Participation in the PRTB Program

Once an employee is authorized to participate in the program, the employee may not revoke the reduced time base and return to full-time employment or any other fraction thereof without the approval of the campus president or designee.

The maximum period of time that an employee may remain on the PRTB program is five years or until the employee reaches age 67 (age 65 for members of State Teachers Retirement System), whichever occurs first.

At the conclusion of an employee's maximum period of reduced service, the employee normally shall retire. An employee who does not retire following such period of service shall not return to full-time employment but may continue at the reduced level of employment as a tenured part-time faculty member outside the PRTB program. Benefits accruing from such continued service shall be the same as the benefits which accrue to other part-time employees outside of the program.

It is the responsibility of the campus to monitor all facets of the preretirement program including eligibility and time served under the program to insure that such provisions as the five year maximum period of participation are observed.

Transfer to Faculty Early Retirement Program (FERP)

An employee on PRTB can switch to the FERP and teach one term until age 70. However, FERP regulations require that the term in which the individual is employed be at the time base the employee held immediately prior to going into FERP. Therefore, the employee would be eligible for one term a year at either two-thirds, one-half or one-third (not full-time) based on the reduced time base under the PRTB.

Preretirement Reduction In Time Base

Memorandum of Agreement

In consideration of receiving twelve (12) equal salary payments as required in the program of Preretirement Reduction in Time Base provided in Article 6.5 of Title 5, California Administrative Code the undersigned employee understands and agrees with (campus) as follows:

(A) That in the event of termination of service or further reduction in service of the undersigned employee during or following a term or terms in which his/her work assignment does not match his/her rate of pay, an adjustment will be required;

(B) That if such adjustment reflects an overpayment to the undersigned employee during such term or terms, the employee or his/her heirs or assigns shall be liable for and shall promptly pay to (campus) the amount of such overpayment; that in the event such payment is not promptly made, interest at the legal rate from the date of termination or reduction in service plus costs of collection shall be added to the principal amount owed;

(C) That if such adjustment reflects an underpayment to the employee during such term or terms (campus) shall request supplemental salary as required and shall promptly pay it to the employee or his/her heirs or assigns.

_____

Employee Date

_____

Campus Representative Date

APPENDIX F

Department of Psychology

Lake Forest College

November 21, 1979

George M. Schurr
606-B Oak Street
Farmville, VA 23901

Dear George:

I found our dinner conversation most stimulating. Following up our discussion, here are some thoughts about current and future academician's job plight and a suggestion toward clarifying the issue.

Neither you, I, nor anyone else for that matter, has any good data on the extent of job dissatisfaction among academicians. Impressionistically, faculty morale, across the spectrum of institutions, appears to be low and promises to get worse. There is some awareness of this situation, but efforts to deal with it have been unsystematic, limited and seemingly of the band-aid variety. But given that we don't have much basis to distinguish symptoms from causes, it is difficult to determine the value of our present haphazard strategies. My sense is that most of the current treatments called "faculty development" deal only superficially with the real issues.

One thing I am sure of: academicians are living under conditions (and they will get worse) which have a high probability of producing extensive job dissatisfaction. This is the time of the academician's entrapment: his mobility within academia and options outside of educational institutions are increasingly restricted. Job hopping to find more optimal conditions has declined radically; locating jobs or different careers outside of academia is difficult (depending on the discipline) with increased specialization of knowledge and limitations in the business, government and industrial sectors. Retooling for a new career is not a very satisfying option for job discontent; it is costly in terms of lost income and a threatened concept of self.

The sense of entrapment is further heightened by a work environment which frustrates initial job expectations, many of which have strong ideological bases. I think your point about the unclarity of goals in liberal arts colleges (in contrast to the clearer goal definitions of major research universities, or the more practical oriented community colleges) is well taken and points to the group that is most dramatically affected by such frustration. It is likely that many faculty entered their careers with expectations of high quality students, time for intellectual work, and high levels of collegiality. With increasing pressures of enrollment and seemingly rudderless movement of many collages, these initial high expectations are likely to be proven unrealistic, producing dissatisfaction on the part of faculty. Given the limitations of internal and external mobility, such dissonance between expectation and reality of work will likely make the entrapment even more difficult to handle. As Sarason's and my work indicate, such situations are volatile if not explosive and costly in both human and institutional terms. How to deal with unyielding boundaries when coupled with increasing frustration with those confines is the problem facing

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the contemporary academician.

I may too pessimistic about the possibility of changing the internal and external boundaries of work; this problem seems too deeply embedded in the economic and political structures of our society for any realistic short term change to be produced. It is clearly an issue which must be considered for those individuals who will be severed from academia for either the lack of that illusive tenurable position or those who will not be employed (given the job shrinkage with college closings and decreased enrollments). The group most capable of being helped are those secure but trapped faculty, often called by their fellow colleagues "dead wood". For the sake of discussion, let's focus on this sector of academicians within the faculties of non-university associated liberal arts colleges (to include private and public four-year undergraduate schools). What I am suggesting is that the time is ripe for the job dissatisfaction problem to arise. (I am convinced, without much hard data, that we're presently deeply in the middle of it.) The faculty development route toward solution seems superficial in that it concentrates on remedial techniques without confronting such underlying issues as attitudes toward work, modes of dealing with entrapment and changing expectations. I'm not sure these issues are at the center of the problem, but I think they require further exploration. We have to know what the question is before we can find an answer.

To get at such attitudes and feelings will not be easy. Candor in the world of work, whatever the profession, is never easily obtained. Moreover academicians are likely to be among the least candid about their work for two reasons: first, being critical of work threatens not only a job but a life style; and secondly, academicians often tend to be distancers and objectifiers of feelings by projecting their problems outside themselves for rational scrutiny. What is needed to broach the problem of candor is a working session where people can be open about their feelings and observations. Such a meeting would bring together people who are alert to the existence of the problem and who are willing to deal with the issues both personally and intellectually. This group would not necessarily be the "big guns" who inhabit many higher education conferences. Rather they would be individuals from a range of perspectives selected for their concern, candor and criticalness. Maybe fifteen such people, some senior and junior faculty, administrators, faculty developers, etc. would be involved. They could be located through a nominating process by some initial group. These people would prepare working papers and then meet, perhaps for two or three days, in a neutral non-academic environment, like a conference center. It would be led by somebody both knowledgeable in the area as well as sensitive to the nature of group dynamics. In short, an intellectual and emotional facilitator. Such a session could fall into the trap of being only a "touchy-feely" gripe session. I believe that this can be avoided by the structure provided by the facilitator and the demand for intellectual production through the required papers. In addition to these papers, a summary of the on-going discussion would be made by a science editor. If this initial session is successful in that some of the basic issues are laid out, we can then decide whether this direction is worth pursuing. If it is, then we can move on to a series of seminar discussions among interested faculty, administrators and theoreticians around the country. The model I have in mind is one used by N. S. F. Chautauqua program. A series of seminars in different geographical areas could be set up. They would draw people from a particular region for an intensive two-day seminar. The group size would be 20-25 people. These individuals would return after a six-month period for a similar two-day session. In the interim period the participants would work on the assigned seminar projects which would be to introduce the issues and materials on their campus as a basis for continuing discussion. The initial and six-month followup sessions could be led by members of the initial fifteen people who set out the working papers.

This is only a beginning to dealing with the problem. We need to get some discussion going so as to clarify the issues. And it need not be very costly.

There are lots of details and particulars to work out. I've sent you this programatic outline as a basis for our continuing discussion. I look forward to your reaction and hopefully another opportunity to meet with you again.

Sincerely yours,

Dave

David Krantz
Professor of Psychology